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A COURSE OF STUDY IN ENGLISH  
RELATED TO THE HAIRDRESSING DEPARTMENT  
FOR AN  
INDEPENDENT INDUSTRIAL TRADE SCHOOL

by

Emily M. Manzi

Bachelor of Science in Education  
State Teachers College, Worcester  
1941

In partial fulfillment of requirements for  
the degree of Master of Education

1947

First Reader: Roy. O. Billett, Professor of Education

Second Reader: Whittier L. Hanson, Professor of Education



#### ACKNOWLEDGMENTS

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Ever since 1911 at which time the David Hale Fanning Trade School for Girls, commonly known as the Worcester Girls' Trade, was established in Worcester, Massachusetts, the faculty of that institution has done its utmost in making courses of study both in the academic and trade courses. This course of study is for the first fifteen weeks in English for the "Hair and Skin" department.

#### I. THE PROBLEM

Statement of the problem. The purpose of this service paper is (1) to outline a fifteen week course of study in English for girls who have finished from eight to twelve grades of schooling and who are now members of the "Hair and Skin" department of the Worcester Girls' Trade School; (2) such a course of study would be so related to the trade that the graduate would be more successful in her chosen field in the business world. Since little written work is stressed, most of the class recitations are oral.

The Dalton System has been adopted in this school to give students who vary considerably in age and mental ability a fair chance. All lessons for each month are worked out with directions and explanations. These are called the







## Contract Assignments.

Importance of the paper. While the main object of the school is to give the girl instruction in a service trade, the girl is given an opportunity in her English class to develop the ability to express herself both in oral and written language accurately and in good taste. Since language is the outer expression of one's thought, it indicates the social and intellectual rank of the speaker. The accuracy with which a person speaks is an invaluable passport in business society.

## II. DEFINITIONS OF TERMS USED

1/  
Independent industrial school is distinguished from a public school as its establishment and continued operation depends on the will of the people in the community. The Worcester Girls' Trade School was established under state and city ordinance which provided for an independent industrial school under management and control of a board of trustees.

Trustees are chosen by a caucus and elected by the City Council of the City of Worcester for a term of three years. There are nine members three of which are elected every year. They organize and choose their own officers within their own

1/Margaret Higgins, "Course of Study in Civics for an Independent Industrial School." Service Paper, Boston University, Boston, Mass. 1944, p. 2







group. There are no special qualifications other than that they must be individuals sincerely interested in the Trade School.

The trustees this year are as follows:

George F. Wright, President  
 Everett F. Merrill, Vice-President  
 Milton P. Higgins, Clerk  
 Mrs. Edith T. Estabrook  
 Timothy G. Fleming  
 Adelard J. Harpin  
 John J. Ladden  
 John A. S. Peterson  
 John M. Shea

<sup>1/</sup>  
 Industrial schools have as their controlling purpose the preparation of pupils for entry into the skilled trades of industry. They are in session thirty-five hours a week, forty weeks a year, as a minimum. Eighty per cent of the total school time is devoted to vocational instruction. At least fifty per cent of this total school time is given over to productive shop work. The size of shop classes is restricted to sixteen pupils per instructor, thus giving opportunity for individual instruction. Non-vocational instruction may be given to the maximum extent of twenty per cent of the school time. None is required, excepting civics, American history and hygiene.

Pupils must be at least fourteen years old; must have

1/Vocational Education, Forty-Second Yearbook, Part I,  
 pp. 10-14







made deliberate choice of the occupation in which they are respectively enrolled; and must show ability to profit by the instruction and to succeed in the chosen occupations.

Courses are commonly of two to four years in length, though in most cases graduation is not conditioned primarily upon a time requirement, and intensive short-unit courses are available to persons whose needs indicate that type of service. Furthermore, profitable placement in the trade for which he is trained is the aim of the pupil, rather than a diploma. Such placement is one of the responsibilities of the school.

Trade is any course in the full time vocational school which has the status of a trade and must have seven hours of class time. Fifty per cent of this time must be devoted to trade and the remaining fifty per cent is divided into thirds, two-thirds to general academic, and one-third to related subjects.

The Worcester Girls' Trade School <sup>1/</sup> year is composed of forty-two weeks; from September first to July first except for legal holidays. The school is in session from eight-thirty A.M. until four-fifteen P.M. One half of the day is spent in the shop and the other three hours in related and academic study.

1/The Girl in Industry. Printed by the Printing Department of the David Hale Fanning Trade School for Girls. Worcester, Mass. 1945, pp. 1,2







## HISTORICAL BACKGROUND

### The Worcester Girls' Trade School<sup>1/</sup>

In 1906, it was reported that many boys and girls between the ages of 14 and 16 were working in industry, about one-half were girls. At this time there was less opportunity for girls to learn trades than for boys. Therefore, the Worcester Commission urged the opening of a trade school for girls. This committee studied catalogues and visited first, other trade schools, second, factories in Worcester, and third, homes in Worcester. In this way, the committee learned the needs of the Worcester girls, and the trades which would fit them for the positions open to the girls in the city.

The Committee's report was favorably received and the first trade school for girls in Massachusetts was founded. The Wetherell house on State Street was its first home. This building was destroyed by fire on December 24, 1919 and by 1921 the present building was ready for occupancy. The City appropriated \$25,000.00 and David Hale Fanning gave \$100,000.00 towards the expense of the building. As a tribute for the generous gift, the school was named David Hale Fanning

<sup>1/</sup>Report of Trustees of the Worcester Boys' Trade School  
November 30, 1909, pp. 4-10







Trade School for Girls.

When the trade school opened in 1911, sixty girls were enrolled and the trades taught were power operating, dress-making, millinery, with cooking and academic courses for all the girls.

### 1/ David Hale Fanning

David Hale Fanning was born in the manufacturing borough of Jewett City, Connecticut, August 4, 1830. His parents were Henry Wilson Fanning and Sarah (Hale)Fanning. His mother was a woman of strong character. His grandfather served in the Revolutionary War. His father, a blacksmith, died when David was six years old. Later, conditions in the home became unbearable, and there was something in his soul urging him to be up and away. The shining rails suggested his route...so he trudged due north. Like Benjamin Franklin, his possessions were few, only a pocket Bible and \$2.50 in money. Right away he decided to try every line of work that offered itself to him. Therefore from this time until 1861 he had no settled plan except that he must work to save and never give up, or acknowledge himself beaten.

After 15 years of travel and work, David was able to start a business for himself. He hired a room, a clever woman

1/Mildred Wetherbee, "Lesson Sheet", David Hale Fanning  
Trade School for Girls, Worcester, Mass. 1925







to help him, and began the manufacture of hoopskirts. When next the tide of fashion changed he turned his trade to corset making.

He was a great and cheerful giver. For his adopted town, Worcester, he has not only equipped his factory with restroom, hospital, cafeteria, recreation hall, stage, etc. for the comfort of his employees, but he has also given Hahnemann Hospital. He gave \$100,000.00 for the best equipped Trade School for Girls in the country. He has established a system of annual prizes for public school pupils who excel in manual art and domestic production and in similar ways he has generously distributed the wealth he has accumulated.

#### Hair and Skin Department<sup>1/</sup>

Miss Elsa L. Gardner, trained by the Frances Fox Institute of New York, was the first teacher of cosmetology to be appointed in the vocational schools of Massachusetts. In 1926, starting from the ground up, Miss Gardner started building the Girls' Trade School hair and skin department.

Mrs. Marjorie Flemings was also a pioneer in this department. She organised the related science course, while Miss Gardner outlined the course in beauty culture and established the placement of graduates in industry.

<sup>1/</sup>Elsa Gardner, "History of the Hairdressing Department", School Spirit. February 27, 1946, p. 6





In four years, under Miss Gardner's expert leadership, the department grew from fifteen students to forty. In 1930, Miss Helen Brierly, a graduate of the school's cosmetology department, was appointed student aide.

By 1936, the department had completely outgrown its small quarters and the beauty salon was moved into the new spacious room in the annex, erected under the direction of Miss Grace A. Gilkey, principal. This salon was equipped with the most modern furniture and machines. In addition, a private office was provided for Miss Gardner.

To gain added experience, Miss Brierly taught one year in Banford School of Beauty Culture in Boston. Later, she was in charge of the Mary E. Carmody Beauty Salon. Following this extra training and experience, Miss Brierly was appointed an instructor in the cosmetology department of Girls' Trade School.

During Miss Brierly's absence, Miss Doris Rollins and Miss Beatrice Kelley, both graduates of the same department, were appointed student aides to help Miss Gardner at different intervals.

Placement in this department has been remarkable. Miss Gardner reports one hundred per cent placement from 1928, even through the depression years, to the present time.





## CHAPTER II

### PARLIAMENTARY PROCEDURE

#### CONTRACT I-B

At present the writer is teaching English to a group of girls who are enrolled in the Hair and Skin department of the Worcester Trade School. Since these girls need a

#### WEEK I ORGANIZING A CLUB

great deal of training in practical English that will make

them more efficient in their trade of hairdressing, it is the desire of the teacher to write and put into practice a

contract on

#### WEEK III CHOOSING CLUB OFFICERS

para these future beauticians to know how to take an active

part either as a member or an officer of the local

Hairdressing Association which they no doubt will join when

they are licensed in practice.

#### WEEK V WRITING MINUTES OF A MEETING

The first part of this paper consists of the contract

and the second part is a write-up of actual Parliamentary

Procedure in action with this class of students.





## OBJECTIVES FOR CONTRACT 7-3

### THE STUDY OF PARLIAMENTARY PROCEDURE IN SCHOOL

#### ORGANIZATIONAL PURPOSES OF THIS CONTRACT

#### Worcester Girls' Association.

### Introduction

At present the writer is teaching English to a group of girls who are enrolled in the Hair and Skin department of the Worcester Girls' Trade School. Since these girls need a great deal of training in practical English that will make them more efficient in their trade of hairdressing, it is the desire of the teacher to write and put into practice a contract on Parliamentary Procedure. Such a unit will prepare these future beauticians to know how to take an active part either as a member or an officer of the local Statute Hairdressing Association which they no doubt will join when they are licensed to practice.

The first part of this paper consists of the contract and the second part is a write-up of actual Parliamentary Procedure in action with this class of students.

4. To prepare herself to take active part in community and civic clubs; such as Mothers' Club, Parent-Teachers' Association.

Rules to be found in the Appendix





## OBJECTIVES FOR CONTRACT I-B

THE STUDY OF PARLIAMENTARY PROCEDURE IN SCHOOL  
ORGANIZATIONS AS A PREPARATION FOR THE HAIR-  
DRESSERS' ASSOCIATION.

1. To find out how the pupil can accomplish worth-while things in the school clubs.
2. To develop an understanding of the "rules of the game" so that the student can take an active part in the various club meetings of which she wishes to become a member. By understanding these rules, she will find them a great help in making the meetings orderly and profitable.
3. To study the rules and regulations concerning the practice of hairdressing and manicuring as authorized by Statute 1935, Chapter 428 amended by Statute 1936, Chapter 55, amended by Statute 1937, Chapter 385, amended by Statute 1941, Chapter 626, most recently amended by Statute 1943, Chapter 565, and adopted by the Board of Registration of Hairdressers on September 9, 1943.<sup>1/</sup>
4. To prepare herself to take active part in community and civic clubs; such as Mothers' Club, Parent-Teachers' Association.

1/Rules to be found in the Appendix





## CONTRACT I-B PARLIAMENTARY PROCEDURE

WEEK I - ORGANIZING A CLUB

I. Before organizing a club, it is well to make sure that you have in mind a purpose for the club; such as: learning laws pertaining to hairdressing. At the first club meeting temporary officers serve until an election takes place. A committee is appointed to draft a constitution which is made up of articles concerning such topics as

1. Name
2. Purpose
3. Membership

This may state both qualifications and duties of members.

4. Meetings

If the time, place, and length of the meeting are fixed, these facts may be included. The number constituting a quorum should be stated. (The quorum is the number which is agreed upon as necessary to do business.)

5. Officers

The number of officers, the method of election, their duties, their term of office, and an arrangement for standing committees are included.

6. Provision for Amendment

As a rule the constitution may be adopted by a majority vote but cannot be amended except





by a two-thirds vote.

II. Actual carrying out in class the procedure outlined in "Organizing a Club", such as selecting a name of the club, purpose, membership, meetings, officers, and provision for amendments. Each pupil will be given a set of typed directions to aid her in this oral discussion.<sup>1/</sup>

When the committee reports, each item of the constitution is acted on to meet the approval of the group thus the club's constitution will be complete for use after any slight corrections by the club.

#### PARLIAMENTARY PROCEDURE

##### ADDRESSING THE CHAIRMAN

The presiding officer is addressed as "Mr. Chairman", whether he is a man or woman. The chairman stands during the business session. It lends dignity to the meeting and makes it easier for him to be heard.

##### GETTING PERMISSION TO SPEAK

In order to receive permission to make a motion or address the group a member should rise and call out "Mr. Chairman." The chairman then replies "Miss Caprioli," which is permission to proceed.

1/Typed instructions in Part II





When several members rise at once the presiding officer recognizes one by calling his name and the rest take their seats. A member need not rise to second a motion or a nomination. A motion to adjourn may be made while the member is seated, also.

The minutes of the last meeting are read and approved. This includes the reports of the secretary and treasurer.

3. The reports of committees are given. Almost all organizations have standing committees that plan the work of the club, as for example: program committee, membership committee, hospitality committee, etc.

4. Unfinished business is brought forward. This comprises questions that have been referred to committees, that have been postponed, or that have been laid upon the table.

5. New business is brought up.

6. The meeting is adjourned.

If the club is formed for a particular purpose - for the study of hairdressing laws, the program of the day comes after the new business has been transacted.

There are different methods of voting.

1. By silent assent.

This method is usually employed in approving the report of the secretary after the minutes are read. The





## THE ORDER OF BUSINESS

According to the rules of parliamentary law a certain order of business must be followed:

1. The meeting is called to order.
2. The minutes of the last meeting are read and approved. This includes the reports of the secretary and treasurer.
3. The reports of committees are given. Almost all organizations have standing committees that plan the work of the club, as for example: program committee, membership committee, hospitality committee, etc.
4. Unfinished business is brought forward. This comprises questions that have been referred to committees, that have been postponed, or that have been laid upon the table.
5. New business is brought up.
6. The meeting is adjourned.

If the club is formed for a particular purpose - for the study of hairdressing laws, the program of the day comes after the new business has been transacted.

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1. By silent assent.

This method is usually employed in approving the report of the secretary after the minutes are read, the





presiding officer says "Are there any corrections?" After waiting a moment, he adds, "If not, the report stands approved as read. It is approved." The last statement gives the result of the vote which has been taken by silent assent.

## 2. By voices (viva voce)

This is the quickest and simplest way of taking a vote. The presiding officer says: "Those in favor of the motion will please say "aye". After the response to this he says, "Those opposed, "no."

## 3. By division of the house.

This method is usually resorted to if there is doubt in regard to the viva voce vote. A member may then say: "Mr. President, I call for a division of the house." The President then asks those in favor to stand or raise the right hand. When these have been counted, he asks in the same way for those opposed.

## 4. By roll call.

When a record of the vote of each member is to be kept this method is employed. The president says: "Those in favor say "aye"; those opposed, "no"; the secretary will call the roll."

## 5. By balloting.

It is usually the custom to elect officers by ballot. The advantage of voting by ballot is that of secrecy. Ballots





may be cast for one officer at a time or the names of all officers to be voted for may be written on one ticket and voted for by a cross to indicate the choice.

#### THE MOTION

The business of a meeting is carried on by motions offered by the members of the society. A motion is made in this manner.

Member (rising): Mr. President

Mr. President: Miss Caprioli

Miss Caprioli: I move that we accept the challenge of the Senior Hairdressers to a debate.

Every motion must be seconded.

Another member: Mr. President, I second the motion. (It is allowable to remain seated when seconding a motion.) After a motion has been made and seconded, it must be stated by the President.

Mr, President: It is moved and seconded that our club accept the challenge of the Senior Hairdressers to a debate.

The President then gives a chance for discussion of the subject by saying: "The question is now open for discussion", or "Are there any remarks?"

Members now have the privilege of expressing their opinions on the subject. Each member must remember to





address the chair, must wait to be "recognized" by him, thus obtaining the floor.

When no one seems to have anything further to say, the President puts the question to vote.

Mr. President: "Is there any further discussion? If not, all in favor of the motion will please say "aye" (members in favor respond, "aye"). Those opposed will please say "no" (members not in favor respond, "no"). The President then announces the vote.

President: "The motion is carried", or "The motion is lost."

#### THE DISCUSSION

The discussion should bring out all angles of the motion so that the voting may be intelligent. It is wise to put a disputed matter in the form of a motion even though its author feels that it will be lost, for in this way the question is open for discussion. When any member feels that the discussion has been thorough enough, he may without rising call out, "Question." The chairman then says, "Are you ready for the question?"

#### ADJOURNMENT

A session is closed by a motion to adjourn. It should be seconded and voted on so that the entire body may show that they are willing to leave. Fixing the time to which





to adjourn.

This means simply setting the time for the next meeting. It is not necessary in an organization which has a regular meeting time. The motion is made after the motion to adjourn is stated by the chair. The form is usually "I move that we adjourn to Oct. 20, at 2 o'clock."

## WEEK II - DISCUSSING A CLUB MEETING

Oral discussion of the following questions:

1. How should the chairman call a meeting to order?
2. What is the first matter of business at a club meeting?
3. How does the chairman ask for comments on the minutes?
4. How does a member of the club ask for permission to speak?
5. How does the chairman indicate permission to speak?
6. When does a member of the club make a motion?
7. What is the correct way to make a motion?
8. How is a motion seconded?
9. What must the chairman do before the motion is carried?
10. What should be said just before the meeting is finished?





### WEEK III - CHOOSING CLUB OFFICERS

#### I Discuss the following:

1. Why is it important that the club chairman or club president be a good leader?
2. Why must the chairman be the kind of person who can stop an argument without making anyone angry?
3. Why is it more important for the president than for the secretary to be a good leader?
4. What special skill does the secretary need to have?
5. What office would be a fitting one to give a girl who is good at arithmetic?
6. Why is a vice-president often unnecessary in a small club?

#### II Hold election of officers by means of the secret ballot.

Speak up at meetings. Your club needs your ideas.

Club meetings are most worth-while when all members give suggestions, comment on ideas presented.

Observe the rules. Such as:

1. attend the meetings regularly and promptly.
2. stick to the subject that is being discussed.
3. don't take more than your share of the time.
4. be willing to accept the rule of the majority.
5. perform to the best of your ability the duties assigned to you.





#### WEEK IV - DUTIES OF OFFICERS

I. The chief duties of the president are:

1. To call the meeting to order.
2. To call for the reading of the minutes.

After the reading of the minutes she puts this question: "You have heard the reading of the minutes. Are there any corrections?"

Corrections may be made from the floor. The president then uses the appropriate statement: "The minutes stand approved as read," or "The minutes stand approved as corrected."

3. To announce the business of the meeting in its proper order. Each organization may decide on its own order of business. This one is customary:

- a. call to order
  - b. roll call
  - c. reading of the minutes
  - d. old business
    1. report of committees
    2. continued discussions
  - e. new business
4. To vote in case of a tie
  5. To preserve order and maintain the dignity of the group.





a. By recognizing the member entitled to the floor.

b. By stating questions and putting them to a vote when they are regularly moved and seconded.

c. By encouraging discussion when it is desirable and discouraging it when it is mere repetition or out of order.

d. By being himself the most courteous and dignified member of the group.

The chief duties of the vice-president are:

1. To preside in the absence of the president.

2. To assume any particular duty agreed upon by the group.

The chief duties of the secretary are:

1. To keep a register or roll of the members; to keep a record of the attendance if it is desired.

2. To keep the minutes of the meeting.

3. To send out notices of meetings, elections, appointments; to write such letters as the group instructs.

4. To prepare for the president the order of business for each meeting.

5. To assist in counting votes and in recording decisions.





The chief duties of the treasurer are:

1. To act as banker for the group.
2. To keep an accurate account of the financial standing of the group and to make reports on the condition of the treasury.

II. Have the officers and the class attend as guests a business meeting of the local hairdressers' association.

2. Write the minutes of the meeting you attended this morning in the Student Council. Do not include any unnecessary details in your record.

3. Compare your minutes with those written by other members of the class. Judging from the minutes that are read, who in your class do you think would make good club secretaries?

MINUTES OF A MEETING. One kind of report is frequent use is the minutes of a meeting; or an accurate account or report of what occurred. The office of secretary is usually filled by one who thinks clearly and writes simply and accurately.





## WEEK V - WRITING MINUTES OF A MEETING

1. Working with your classmates, make a list of the items you will record in the minutes of your club meeting. Such as:

- a. State the time and the place of the meeting.
- b. Report all business in the order that it was taken up.
- c. Name the members elected to any office, or the members appointed to any committee.
- d. If a special program was presented, mention the main details briefly.
- e. State motion was made and seconded to adjourn and state time.

2. Write the minutes of the meeting you attended this morning in the Student Council. Do not include any unnecessary details in your record.

3. Compare your minutes with those written by other members of the class. Judging from the minutes that are read, who in your class do you think would make good club secretaries?

MINUTES OF A MEETING. One kind of report in frequent use is the minutes of a meeting; or an accurate account or report of what occurred. The office of secretary is usually filled by one who thinks clearly and writes simply and accurately.





# REVIEW EXERCISES ON PARLIAMENTARY PROCEDURE

She signs the minutes and after they have been read and approved by the society, she writes the word "approved" and the date, near the signature. Example

Signed: Mary Smith  
Secretary

Approved Nov. 30, 1946

2. Why is it wise to have a second before discussion?
  3. What can be done if the presiding officer ignores parliamentary procedure?
  4. In how many ways may a motion be disposed of before it comes to a vote?
  5. What would you list as the qualifications for a good presiding officer? A good secretary?
  6. How will a knowledge of parliamentary procedure be valuable to you when you are a member of the Hairdressers' Association?
- II. "Hair Club" will devote twenty minutes a week during English to the study of the general Hairdressing laws and State regulations.





## REVIEW EXERCISE ON PARLIAMENTARY PROCEDURE

- I.
1. Parliamentary procedure is the most democratic way for a group to transact business. Do you agree?
  2. Why is it wise to have a main motion and a second before discussion?
  3. What can be done if the presiding officer ignores parliamentary procedure?
  4. In how many ways may a motion be disposed of before it comes to a vote?
  5. What would you list as the qualifications for a good presiding officer? A good secretary?
  6. How will a knowledge of parliamentary procedure be valuable to you when you are a member of the Hairdressers' Association?
- II. "Hair Club" will devote twenty minutes a week during English to the study of the general Hairdressing laws and State regulations.





## HOW TO CONDUCT A MEETING

The secret of a good meeting lies in conducting it in a dignified, courteous, and businesslike manner. In order that you may conduct yours in this way, you will need to become acquainted with certain forms and customs that are generally used, and then follow them in your meetings.

The first thing to do is to appoint a temporary president, or president pro tem (Latin for "for the time"). The teacher might make this appointment for the first meeting.

The pupil named as president pro tem goes to the front of the room and seats himself facing the class. This is called taking the chair. The person in the chair has absolute

### PARLIAMENTARY PROCEDURE

charge of the meeting. No one may make a suggestion or even ask a question without his

### PART TWO

The members of the club facing the president are said to be on the floor. If a person on the floor wishes to speak, he rises and addresses the chair; that is, he says, Mr. President or Madam President. The president then recognizes the speaker; that is, he pronounces the speaker's name, thus giving permission to take the floor or say what he has in mind. When a suggestion is made by a person on the floor, it may be discussed by the other members; but each one who wishes



PARLIAMENTARY PROCEDURE

PART TWO

## HOW TO CONDUCT A MEETING<sup>1/</sup>

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<sup>1/</sup>Henry C. Pearson and Mary K. Kirchmeyer, Essentials of English (Higher Grades). American Book Company, Boston, 1920, pp. 227-234



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to speak must rise, address the chair, and wait for recognition before expressing his opinion.

Suppose the question under discussion is the name of the club, and several names have been suggested. The president says, "The names suggested for the school club are, The School Welfare Club, The Civic League, The Good Citizens Club, and the Hairdressers' Club. Does any one wish to make a motion?" Some one on the floor rises and says "Mr. President," and, upon being recognized, remarks, "I move that our club be called The Civic League." If some one else is in favor of this name, he rises, addresses the chair, and upon being recognized says, "I second the motion."

The president then says, "It has been moved and seconded that our school club be called The Civic League. Is there any discussion?" If there is no discussion, he then says, "Are you ready for the question?" This means, "Are you ready to vote upon this motion?" The president continues, "All in favor of the motion please signify it by rising." He counts the votes. Then he says, "All opposed rise." He counts these also. If more than one half of those on the floor vote for the motion, the president says, "The motion is carried," and The Civic League becomes the name of the club. If less than one half vote for it, the motion is lost and another name will have to be moved and seconded and voted upon. Instead of taking a rising vote the president may say,



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upon. Instead of taking a rising vote the president may say,

# SUGGESTIONS FOR THE FIRST CLUB MEETING

"All those in favor of the motion signify it by saying 'Aye', those opposed 'No'." If less than one half vote in favor of the motion, it is lost and the club is ready for another motion. Only motions that are seconded may be voted upon.

When the time allotted for the club meeting has expired, some person on the floor makes the motion that the meeting adjourn. When this motion has been seconded, it is put to vote and the president says, "The meeting is adjourned." If no one on the floor makes the motion for adjournment the president may call for it by saying, "The motion for adjournment is now in order." The motion will then be made, seconded, and voted upon.

What is meant by taking the floor?

How does a person on the floor address the chair?

How does the president recognize the speaker?

What is a motion?

What must follow the making of a motion if it is

to be considered by the club?

After a motion is seconded, what does president do?

What is meant by a motion's being carried?

What is meant by a motion's being lost?

In what two ways may the club vote be taken?





### SUGGESTIONS FOR THE FIRST CLUB MEETING<sup>1/</sup>

At the first meeting of the club the following business may be transacted:

1. The purpose of the club decided upon.
2. The name selected.
3. The officers: president, vice-president, secretary and treasurer nominated and elected.
4. A committee to draw up a constitution appointed.

### ORAL AND WRITTEN EXERCISES

1. What are the first steps in starting a club?  
 How should the meetings be conducted?  
 What is meant by a president pro tem?  
 What is meant by taking the chair?  
 What is meant by taking the floor?  
 How does a person on the floor address the chair?  
 How does the president recognize the speaker?  
 What is a motion?  
 What must follow the making of a motion if it is to be considered by the club?  
 After a motion is seconded, what does president do?  
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<sup>1/</sup> Ibid. p. 50



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What is meant by a motion's being lost?  
In what two ways may the club vote be taken?

### SUGGESTIONS FOR THE FIRST CLUB MEETING

At the first meeting of our proposed club we accomplished the following business:

1. The purposes of the club were decided upon. They are:
  - a. To be well-informed on hairstyles by means of studying and reporting on magazines such as "Modern Beauty Shop", "Beauty Shop Digest", "Good Housekeeping", "Charm", "Seventeen", and "Glamor." In addition to the use of above named periodicals, we shall use clippings of "Beauty Hints" by Lois Leeds and "Know Your Type" by Antoinette Donnelly - both are writers of syndicated articles on beauty.
  - b. To attend a hair-style demonstration once a month, or to arrange to have a hair-stylist come to our club as a guest demonstrator.
  - c. To study the Massachusetts rules and regulations concerning the practice of hairdressing and manicuring as authorized by Statute 1935, Chapter 423, and most recently amended by Statute 1943, Chapter 665, and adopted by the Board of Registration of Hairdressers on September 9, 1943.
  - d. To be able to write and speak correctly, intelligently with our customers. This will be accomplished by means of our English Class.



# SUGGESTIONS FOR THE FIRST CLUB MEETING

At the first meeting of our proposed club we accomplished the following business:

1. The purpose of the club was decided upon. They are:
  - a. To be well-informed on hairstyles by means of studying and reporting on magazines such as "Modern Beauty Shop", "Beauty Shop Digest", "Good Housekeeping", "Glamour", "Seventeen", and "Glamour". In addition to the use of above named periodicals, we shall use clippings of "Beauty Hints" by Lola Leeds and "Know Your Type" by Annette Donnelly - both are writers of syndicated articles on beauty.
  - b. To attend a hair-style demonstration once a month, or to arrange to have a hair-stylist come to our club as a guest demonstrator.
  - c. To study the Massachusetts rules and regulations concerning the practice of hairdressing and man-icuring as authorized by Statute 1935, Chapter 42B, and most recently amended by Statute 1943, Chapter 66B, and adopted by the Board of Regu-lation of Hairdressers on September 2, 1943.
  - d. To be able to write and speak correctly, inter-fering with our customers. This will be accom-plished by means of our English Class.

2. The name selected, after much discussion and suggestions we decided on "Glamor and Charm Club" of the Worcester Girls' Trade School.

3. The officers: President, vice-president, secretary, and treasurer were nominated and elected. They are:

President	Marjorie Cote
Vice-president	Eunice Gates
Secretary	Carolyn Capriola
Treasurer	Theresa Robichaud

4. A committee to draw up a constitution was appointed.

The committee is as follows:

Carolyn Caprioli	Lois Marsh
Marjorie Cote	Joyce Meyer
Eunice Gates	Theresa Robichaud



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# DRAFTING A CONSTITUTION<sup>1/</sup>

Every club should have a constitution that states the following points:

1. Name and object of the club.
2. Who the members of the club shall be.
3. What officers the club shall have.
4. What the duty of each officer shall be.
5. How and when those officers shall be elected.
6. When meetings shall be held.
7. How amendments may be made.

In addition to the constitution, every club may also have by-laws. These are the rules specifying the manner in which the club shall carry on its work. Such by-laws should be short and to the point.

Any member of the hairdressing trade is eligible to membership.

## ARTICLE IV

### OFFICERS

Officers shall be a President, Vice-president, a Secretary, and a Treasurer.

<sup>1/</sup> Ibid. p. 50

Members of the Constitutional Committee,  
Carolyn Caprioli, Marjorie Coss, Eunice Gates,  
Bole Marsh, Joyce Meyer, Theresa Robichaud





# CONSTITUTION OF THE "GLAMOR AND CHARM CLUB" OF WORCESTER GIRLS' TRADE SCHOOL

## DUTIES OF OFFICERS

Section 1. It shall be the duty of the President to preside

at all meetings of the club, to preserve order

This club shall be known as the "Glamor and Charm Club" of the Worcester Girls' Trade School.

Section 2. The Vice-president shall perform the duties of

the President in his absence.

Section 3. The object of this club is:

1. To study the state laws pertaining to hairdressing.

2. To be able to converse correctly and intelligently

with customers.

3. To know and use good English so as to be more efficient hairdressers.

## ARTICLE III

### MEMBERSHIP

Section 1. Any member of the hairdressing trade is eligible to membership.

Section 2. Voting shall be by ballot, and a majority

of the votes shall be necessary to elect.

Officers shall be a President, Vice-president, a Secretary, and a Treasurer.

Section 1. Regular meetings shall be held every Friday of

1/Written by the Members of the Constitutional Committee.  
They are: Carolyn Caprioli, Marjorie Cote, Eunice Gates,  
Lois Marsh, Joyce Meyer, Theresa Robichaud





## ARTICLE V

## DUTIES OF OFFICERS

- Section 1. It shall be the duty of the President to preside at all meetings of the club, to preserve order and represent the club at all school functions and on public occasions.
- Section 2. The Vice-president shall perform the duties of the President in her absence.
- Section 3. It shall be the duty of the Secretary to keep the minutes of the meetings and to conduct the correspondence of the club.
- Section 4. It shall be the duty of the Treasurer to take care of the money of the club and to pay it out when authorized to do so.

## ARTICLE VI

## ELECTION OF OFFICERS

- Section 1. Officers shall be elected at the first meeting in September of every year.
- Section 2. Voting shall be done by ballot, and a majority of the votes cast shall be necessary to elect.

## ARTICLE VII

## MEETINGS

- Section 1. Regular meetings shall be held every Friday of each month during school sessions.





Section 2. Special meetings may be called by the President in case of an emergency giving at least twenty-four hours notice.

#### ARTICLE VIII

The Constitution may be amended at any meeting of the League by a two-thirds vote of all present, provided that notice of the proposed amendment has been given at the previous meeting.

#### BY-LAWS

#### ARTICLE I

#### ORDER OF BUSINESS

At all meetings of this club the following order of business shall be observed:

1. Reading of the minutes of the previous meeting.
2. Reports of Officers.
3. Reports of Committees.
4. Unfinished business.
5. New business.



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5. New business.

# WRITING "MINUTES" <sup>1/</sup> HOW TO TAKE MINUTES

As you have learned from your reading of the constitution on pages 231-233, the duty of the secretary is to attend every meeting, to listen attentively, and to take notes of all that goes on. These notes are called minutes. After the meeting while the ideas are still fresh, the secretary re-writes the notes in good sentences, so that he can read them at the next meeting of the club.

It is usual for the president, immediately upon calling a meeting to order, to say, "The secretary will please read the minutes of the last meeting." After the minutes have been read the president says, "Are there any corrections?" If no one makes a correction, the president says, "If not, the minutes stand approved as read." If a correction is made, the president says, "The secretary will please make the correction as suggested, after which the minutes stand approved."

The regular meeting of the Glazer and Charn Club was held in Miss Manzi's room, Friday, January 10, 1947, at one o'clock p.m.

The meeting was called to order by the president,

1/ Ibid. p. 50

The roll call was taken and two members were absent,



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### WRITING "MINUTES"

The minutes of a meeting give an account of the proceeding of the meeting. They are kept as a permanent record of the club activities. In writing the minutes I, Carolyn Capriola, the secretary, gave the information in the following order:

1. The name of the organization, the date, and the place of meeting.
2. Told who called the meeting to order.
3. Stated that the minutes of the last meeting were read and approved.
4. Gave a brief account of all that was done during the meeting.
5. Gave the time of the adjournment.

The following is an illustration of one of the "minutes" of the "Glamor and Charm Club" of the Worcester Girls' Trade School.

#### "Minutes"

The regular meeting of the Glamor and Charm Club was held in Miss Manzi's room, Friday, January 10, 1947, at one o'clock p.m.

The meeting was called to order by the president, Marjorie Cote.

The roll call was taken and two members were absent,



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The following is an illustration of one of the "minutes" of the "Glamour and Charm Club" of the Worcester Girls' Trade School.

## "Minutes"

The regular meeting of the Glamour and Charm Club was held in Miss Hanni's room, Friday, January 10, 1947, at one o'clock p.m.

The meeting was called to order by the president,

Marjorie Cote.

The roll call was taken and two members were absent.

Lois Marsh and Eunice Gates.

Minutes of the last meeting were read and approved.

Since there was no unfinished business to care for, but under the head of new business the president, Marjorie Cote, suggested to our advisor that we devote our meeting in learning how to introduce a speaker; since at our next meeting we're going to have Miss Mary Smith, hair-stylist, demonstrate new trends for spring fashions. The club voted in favor of the motion that was made by Marjorie Cote and seconded by Eunice Gates.

Miss Manzi gave us the following things to keep in mind when an introduction is being made:

1. Be brief. The audience came to hear the speaker, not you.
2. Speak clearly so that your voice carries.
3. Tell a few things about the speaker; don't make his speech for him.
4. Be gracious, make the audience feel they have a treat in store.
5. Suit your introduction to the occasion and to the audience.

After we all had a turn in practice exercises in making introductions, the meeting adjourned at two-thirty p.m.

Respectfully submitted,

Carolyn Caprioli, Secretary



Lois Marsh and Eunice Gates.

Minutes of the last meeting were read and approved. Since there was no unfinished business to carry over, but under the head of new business the president, Marjorie Cote, suggested to our advisor that we devote our meeting in January now to introduce a speaker; since at our next meeting we're going to have Miss Mary Smith, hair-stylist, demonstrate new trends for spring fashions. The club voted in favor of the motion that was made by Marjorie Cote and seconded by Eunice Gates.

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Respectfully submitted,

Carolyn Garfield, Secretary

## OBJECTIVES FOR CONTRACT II-B

## THE ART OF CONVERSATION

## CHAPTER III

1. To develop the THE ART OF CONVERSATION conversationalist.

2. To develop social po CONTRACT II-B

3. To develop initiative and leadership.

WEEK I  
CONVERSATION - GENERAL

4. To develop voice personality.

5. To develop the WEEK II  
STORY-TELLING

6. To develop "yourself" manner. WEEK III  
TELEPHONE CONVERSATIONS

7. To develop insight and perspective.

WEEK IV  
INTRODUCTIONS

8. To develop the art of being a good listener.

WEEK V  
INTERVIEWS

9. To develop a cu background sufficiently full for their profession.

10. To develop the ability to get along with others.



## CHAPTER III

## THE ART OF CONVERSATION

## CONTRACT II-B

I	WEEK
CONVERSATION - GENERAL	

II	WEEK
STORY-TELLING	

III	WEEK
TELEPHONE CONVERSATIONS	

IV	WEEK
INTRODUCTIONS	

V	WEEK
INTERVIEWS	

## OBJECTIVES FOR CONTRACT II-B

### THE ART OF CONVERSATION

1. To develop the art of becoming a skilled conversationalist.
2. To develop social poise and grace.
3. To develop initiative and leadership.
4. To develop voice personality.
5. To develop the technique of story-telling.
6. To develop a "sell-yourself" manner.
7. To develop insight and perspective.
8. To develop the art of being a good listener.
9. To develop a cultural background sufficiently full for  
their profession.
10. To develop the ability to get along with others.



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## CONVERSATION GENERAL

## COURTESY IN CONVERSING

## WEEK I

One of the sure marks of a cultured person is the ease with which he can converse with all kinds of people. Talking naturally and graciously with those whose social position is either above or below your own is the mark of instinctive fineness.

When only two persons are conversing, each so speaks and acts as to accomplish two things; reveal himself to the other person and learn what the other person is like. You search for something in common. The aim of talking with one other person is to make friends with him. What you say implies your interest. Even a tame remark like "Where have you been keeping yourself?" is in the right direction.

Every general conversation should conform to these principles:

The topic should be pleasing to all.

Each should do his share, no more.

There should be no silences.

No topic should be fully exhausted.

The tone should remain good-natured.

No person present should be offended.

Walter Dwyer and John W. Bell, Effective Expression in English, (Book three), Little, Brown, and Company, Boston 1933, pp. 17





# GUIDE SHEET<sup>1/</sup>

## COURTESY IN CONVERSING

1. Speak distinctly.
2. Look at the one to whom you are talking.
3. Give others a chance to talk; listen to what they are saying.
4. Do not interrupt.
5. Notice whether those to whom you are talking are interested in your remarks. If they do not appear interested, change the subject, or give them a chance to suggest a subject.
6. Do not contradict. If you disagree, express your opinion tactfully.
7. Try to say something that will promote the conversation instead of saying only "Yes" and No."
8. Pronounce words correctly; when in doubt, consult the dictionary.

<sup>1/</sup>Edna Cotner and John W. Bell, Effective Expression in English, (Book three), Little, Brown, and Company, Boston 1935, pp. 17





## Exercise A

## FINDING TOPICS FOR CONVERSATION

1. List five things that you enjoy doing. Here are some topics that may give you suggestions: a) Giving a Facial, b) Giving a Manicure, c) How to Keep Nail Polish from Chipping, d) Choosing a Becoming Hair-do for Your Type, e) Listening to "Information Please", f) Listening to "Take It or Leave It", g) Listening to the "Quiz Kids."

2. Have each member of the class work in pairs so as to prepare an oral conversation on any of the above topics to be given in class.

## Exercise B

## TAKING PART IN GROUP CONVERSATION

1. My hobby is -----.

Be ready to tell when you began to be interested in this particular hobby, what made you interested if you know, and what you have done with your interest. Try to choose such interesting facts that your classmates will ask you many questions about it.

2. The most original person I know is ----- . Replace "original" by such adjectives as odd, studious, ambitious, friendly, brave, and generous, in your description of the person. Select those details of appearance and character that show your adjective to be appropriate.





3. Make a list of four or five books, each of which has been read by several members of the class. Each group in turn may then discuss the book with which its members are familiar. All the suggestions for conversation which you wish to make your own should be practiced.





# A "CONVERSATION CHART"<sup>1/</sup>

Use this chart to judge your growth in conversational skill. Score yourself from time to time during this contract.

Carolyn Caprioli - My Growth in Conversational Skill						
Excellent-4   Good-3   Fair-2   Poor-1   Did Nothing-Blank						
	1st Week	2nd Week	3rd Week	4th Week	5th Week	
Have I Taken Part in the Conversation?						
Have I Been Courteous?						
Was I a Good Listener?						
Did I Use Good English?						
Were My Contributions Interesting to Others?						
Have I Encouraged Others To Talk?						
Have I Talked in a Pleasant Conversational Voice?						

<sup>1/</sup> Harry G. Paul, Isabel Kincheloe, and J.W. Ramsey, Junior Units in English, Book Two. Lyons and Carnohan. New York. 1940, p. 4-10.





## DO I SPEAK EFFECTIVELY?

## Review Exercise

Rate yourself on a scale of 5, on the following points. If you are particularly good in this respect, mark yourself 5; if you are especially weak, mark yourself 1. When in doubt about 1 or 3, mark 3 or 3. mark 4; when in doubt about 1 or 3, mark 2. An average score would be 30, a perfect score 50.

Discuss with your class the answers to the following questions:

1. What is conversation?

2. What five suggestions concerning conversation

1. My face expresses to someone who asked you for

2. I look at the person to whom I am talking.....

3. My tone of voice Rank your suggestions in the order of their

4. I am not an importance.....

5. I do not make the person to whom I am talking feel inferior.....

6. I am free from distressing mannerisms.....

7. I use words with discrimination.....

8. I try out new words and increase my vocabulary.....

9. I know what I mean to say before I say it.....

10. I know when I have said what I mean, and then stop.....

TOTAL.....

\* Adapted from Ch. IV in  
"Influencing Human Behavior"  
by H. A. Overstreet

Name.....

No. ....



## Review Exercise

Discuss with your class the answers to the following

questions:

1. What is conversation?
  2. What five suggestions concerning conversation would you give to someone who asked you for help?
- Rank your suggestions in the order of their importance.

## DO I SPEAK EFFECTIVELY?\*

Rate yourself on a scale of 5 on the following points. If you are particularly good in this respect, mark yourself 5; if you are average mark yourself 3, and if it is a point on which you are especially weak, mark yourself 1. When in doubt about 5 or 3, mark 4; when in doubt about 1 or 3, mark 2. An average score would be 30, a perfect score 50.

1. My face expresses what I wish to communicate.....
  2. I look at the person to whom I am talking.....
  3. My tone of voice is pleasing and has variety.....
  4. I am not an unloader.....
  5. I do not make the person to whom I am talking  
feel inferior.....
  6. I am free from distressing mannerisms.....
  7. I use words with discrimination.....
  8. I try out new words and increase my vocabulary.....
  9. I know what I mean to say before I say it.....
  10. I know when I have said what I mean, and then stop.....
- TOTAL.....

\* Adapted from Ch. IV in  
"Influencing Human Behavior"  
by H. A. Overstreet

Name \_\_\_\_\_

No. \_\_\_\_\_

Milton Wright, *The Art of Conversation*, issued with the  
Newspaper feature, "Let's Explore a Mind" by Albert S.  
Wiggin, Whittlesey House McGraw-Hill Publishing Company,  
New York, 1934



DO I SPEAK RESPECTIVELY?

Rate yourself on a scale of 5 on the following points.  
If you are particularly good in this respect, mark yourself  
5; if you are average mark yourself 3, and if it is a point  
on which you are especially weak, mark yourself 1. When in  
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\*\*\*\*\*

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\_\_\_\_\_  
Name

\_\_\_\_\_  
No.

## TEN TESTS OF A GOOD CONVERSATIONALIST<sup>1/</sup>

If you can answer YES to all of the following questions, you will be able to acquit yourself well in any conversation.

Here they are:

1. Can you keep quiet exactly 50 per cent of the time in a dialogue?
2. Can you say NO without hurting the other man's feelings?
3. Can you tell a story that will keep them guessing up to the end?
4. Can you make a quick, effective comeback to a remark that hurts?
5. Can you get the other man to change his opinion for yours?
6. Can you refrain from arguing?
7. Can you project yourself into a general conversation?
8. Can you give advice without giving offense?
9. Can you start a conversation by asking a question that will arouse the other man's interest?
10. Does the end of a conversation find you better friends than when you started?

<sup>1/</sup>Milton Wright, The Art of Conversation. Issued with the newspaper feature, "Let's Explore Your Mind" by Albert E. Wiggam. Whittlesey House McGraw-Hill Publishing Company, New York, 1936



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Wm. L. Wiseman, "The Art of Conversation", Issued with the newspaper feature, "Let's Explore Your Mind" by Albert E. Wiseman. Whittlesey House McGraw-Hill Publishing Company, New York, 1936

## WEEK II

## STORY-TELLING

A story is a conversational illustration. Although entertainment alone may justify telling it, usually it should serve one or more of these purposes:

Bring out your point more clearly.

Add emphasis to what you say.

Supply evidence of your statement.

Keep up interest in the topic.

Provide an interval of relaxation.

Not all stories lend themselves to oral reproduction. Here are some standards for choosing a story to tell.<sup>1/</sup>

It must be short enough to fit the time allotted to it.

It must be full of action.

It must have clear and vivid characters and scenes.

It must have a definite climax.

Rudyard Kipling in the following four-line stanza has summed up the essentials of a story:

"I keep six honest serving men.

They taught me all I know.

Their names are What, and Where, and When,

And How, and Why, and Who."

<sup>1/</sup>Mabel F. Altstedter, We All Talk. Thomas Nelson and Sons, New York, 1939, p. 48



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Be sure to choose a story you yourself like. You cannot do your best unless you can put yourself into the story.

Make yourself thoroughly familiar with your material. Know all the important incidents and situations in their proper order. Do not memorize your story, - it takes away the freshness of your presentation.

Fit your story to your audience. Avoid material which might offend or arouse prejudice. Do not tell to children a story suited only to adults.

Jim shook his head and said: "Can't, Mars Tom. Ole Missia, she tole me I got to go an' git dis water an' stop foolin' roun' wid anybody. She say she spec' Mars Tom gwine to ax me to white wash, an' so she tole me go 'long an' 'tend to my own business -- she 'lowed she'd 'tend to de whitewashin!"

"Oh, never you mind what she said, Jim. That's the way she always talks. Gimme the bucket -- I won't be gone only a minute. She won't ever know."

"Oh, I dahn't, Mars Tom. Ole Missia she'd take an' tar de head off'n me. 'Deed she would."

"She! She never licks anybody -- thwacks 'em over the head

1/Stella S. Center and Ethel E. Holmes, Elements of English (Book Two). Allyn and Bacon, Boston, 1929, pp. 46-71.

2/Samuel Clemens, "The Glorious Whitewasher", Notable Short Stories, Selected and edited by Raymond McFarland. The Macmillan Company, New York, 1937, p. 158



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# Exercise A <sup>1/</sup>

Read the following conversation. Build up a picture of each speaker. See how much the thought, the words and the use of the words tell you about his age, his nationality, his character, his education, and the period of time in which he lived.

## A Fair Exchange <sup>2/</sup>

Tom said: "Say, Jim, I'll fetch the water if you'll white-wash some."

Jim shook his head and said: "Can't, Mars Tom. Ole Missis, she tole me I got to go an' git dis water an' stop foolin' roun' wid anybody. She say she spec' Mars Tom gwine to ax me to white wash, an' so she tole me go 'long an' 'tend to my own business -- she 'lowed she'd 'tend to de whitewashin!"

"Oh, never you mind what she said, Jim. That's the way she always talks. Gimme the bucket -- I won't be gone only a minute. She won't ever know."

"Oh, I dasn't, Mars Tom. Old Missis she'd take an' tar de head off'n me. 'Deed she would."

"She! She never licks anybody -- thwacks 'em over the head

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3  
A Pair Exchange

Tom said: "Say, Jim, I'll fetch the water if you'll white-wash some."

Jim shook his head and said: "Can't, Mrs. Tom. Ole Missis, she telt me I got to go an' git dis water an' stop foolin' round, wid anybody. She say she spec' Mrs. Tom gwine to ax me to white wash, an' so she telt me go 'long an' 'tend to my own business -- she 'lowed she'd 'tend to be white-washin'!"

"Oh, never you mind what she said, Jim. That's the way she always talks. Gimme the bucket -- I won't be gone only a minute. She won't ever know."

"Oh, I durn't, Mrs. Tom. Ole Missis an'd take an' tar de head off'n me. 'Deed she would."

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1/2 Stella S. Carter and Ethel E. Holmes, Elements of English (Book Two), Allyn and Bacon, Boston, 1922, pp. 45-47.

2/3 Samuel Clemens, "The Glorious Whitewasher", Notable Short Stories, Selected and edited by Raymond McFarland, The Macmillan Company, New York, 1937, p. 128

with her thimble -- and who cares for that, I'd like to know. She talks awful, but talk don't hurt -- anyways it don't if she don't cry. Jim, I'll give you a marvel. I'll give you a white alley!"

Jim began to waver.

"White alley, Jim! And it's a bully taw."

"My! Dad's a mighty gay marvel, I tell you! But Mars Tom, I's powerful 'fraid ole missis --"

"And besides, if you will I'll show you my sore toe."



with her thimble -- and who cares for that, I'd like to know.  
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### Exercise B

1. Tell one of the old myths or fairy tales.
2. Tell a Christmas Story.
3. Tell a story from Tom Sawyer or Huckleberry Finn.
4. Tell your favorite ghost story.
5. Tell a story from a movie you like.
6. Tell a story from a novel you like.

### Exercise

#### Telling Jokes

- 1) Prepare to tell a good joke which you have read or heard.
- 2) Divide your class into groups of four or five each, and tell your joke to your group.
- 3) Have the pupil who told the best joke in each group repeat it to the entire class.



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WEEK III

## TELEPHONE CONVERSATION

## A GOOD JOKE HELPS TO MAKE YOUR CONVERSATION ENJOYABLE

If you wish you may start a conversation with a joke or use one to illustrate a point.

Here are some guides to help you tell jokes that your friends will enjoy:

- 1) Choose a joke that will not hurt anyone's feelings
- 2) Get to the point as quickly as possible.
- 3) If you can do so, make your voice sound different for the various speakers in your jokes.

## Exercise

## Telling Jokes

- 1) Prepare to tell a good joke which you have read or heard.
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- 3) Have the pupil who told the best joke in each group repeat it to the entire class.

C. May I ask who is calling, please?

D. I am sorry, but that is not handled by this department.

E. I am sorry, but I didn't get your name.

F. Will you hold the line, please, while I check on that information.

TELE. PT. 50



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## WEEK III

TELEPHONE CONVERSATION <sup>1/</sup>

The principles of social conversation apply also to telephone conversation. Since no smile or gesture can be seen, you must express your intention of being courteous and cooperative by the way you use your voice and by your choice of words. Courtesy demands that a telephone call be as brief as possible, and that it be made at the time most convenient for the receiver.

Accuracy in calling a number is very important. Verify your number. Give your undivided attention to the business of the call.

## Exercise A

Read aloud the following questions and make your voice "smile." They are proper, courteous questions asked by a beautician at the desk.

- A. May I take a message for Miss Gardner, please?
- B. Would you like to have her call you?
- C. May I ask who is calling, please?
- D. I am sorry, but that is not handled by this department.
- E. I am sorry, but I didn't get your name.
- F. Will you hold the line, please, while I check on that information.



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### KINDS OF TELEPHONE CALLS

G. Will you excuse me just a moment, please, while I look it up? the social call. This is a friendly

H. I'm sorry, but I haven't that information. to inquire

I. I am sorry, but I cannot hear you. There is something wrong with this connection. Do you mind speaking louder?

delegate : loudspeaker's convention. However, the conversation should be brief for the privilege of using a telephone is usually shared by many others.

The second type of call is the business call. Before you take down the receiver you should know exactly what you wish to say. Then you will be able to ask immediately for the department you wish or for the person who can help you, without wasting time. You should provide yourself with a pad and pencil in order to take down such details as time, place, or price.

Another kind of call is the emergency call. This is used in case of accident, illness, or fire. Most cities provide for calling the fire department or a city ambulance without a number. Definite information as to location and seriousness of the need should be given as briefly as possible. No time should be lost through careless directions.

### Exercise I

Organize class in groups of three's, one pupil to be the caller, one the operator, and one the receiver. Make one of the following calls -



U. Will you excuse me just a moment, please, while  
I look it up?

H. I'm sorry, but I haven't that information.

I. I am sorry, but I cannot hear you. There is something  
wrong with this connection. Do you mind speaking  
louder?

## KINDS OF TELEPHONE CALLS

The most common is the social call. This is a friendly exchange of comment which you enjoy when you call to inquire about someone's health or how she enjoyed her recent trip as delegate to the hairdresser's convention. However, the conversation should be brief for the privilege of using a telephone is usually shared by many others.

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### Exercise I

Organize class in groups of three's, one pupil to be the caller, one the operator, and one the receiver. Make one of the following calls -

### GUIDES FOR TELEPHONE CONVERSATIONS

1. Order daily paper to be sent to a new address.

2) Identify yourself immediately. Avoid saying, "Guess

2. Report a fire on a nearby corner.

who this is," or similar pointless remarks.

3. Report an accident which calls for an ambulance.

reason for your call.

4. Call box office of a theatre to inquire about the

price of tickets.

5) Be concise and to the point in your conversation, but

5. Order a taxicab to call at your house. Give

exact directions as to time and place.

inconvenient to your friend or to any member of the household.

Mealtime, early morning, or late at night are considered

inconvenient hours for telephoning.

### HELPFUL HINTS FOR RECEIVING TELEPHONE CALLS

1) Identify yourself immediately. This saves time and embarrassment in case of a wrong connection.

2) Be cordial and friendly, and make the person feel that you are really glad he called.

3) Allow the person who made the call to close the conversation. Why?





## TELEPHONE SCORE <sup>1/</sup> GUIDES FOR TELEPHONE CONVERSATIONS

- Copy the list shown below and rate yourself. Look it over from time to time to see if you are improving your score.
- 1) Identify yourself immediately. Avoid saying, "Guess who this is," or similar pointless remarks.
  - 2) At the beginning of your conversation make clear the reason for your call.
  - 3) Include every necessary detail.
  - 4) Be concise and to the point in your conversation, but do not be abrupt.
  - 5) Avoid making a telephone call at a time that may prove inconvenient to your friend or to any member of the household. Mealtime, early morning, or late at night are considered inconvenient hours for telephoning.

### HELPFUL HINTS FOR RECEIVING TELEPHONE CALLS

- 1) Identify yourself immediately. This saves time and embarrassment in case of a wrong connection.
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- 3) Allow the person who made the call to close the conversation. Why?

Ibid., p. 5





## TELEPHONE SCORE <sup>1/</sup>

### Exercise II

Write telephone conversations suitable for each of the following occasions:  
 Copy the list shown below and rate yourself. Look it over from time to time to see if you are improving your score.

Directions for Scoring: Rate each question answered "yes" 25; use a scale of 1-4 in determining the rate for those items you answer "sometimes." Rate "no", a zero.

SOME  
YES TIMES NO

When you call. Do you

- A. Know the number?
- B. Speak distinctly, but in a natural tone?
- C. Apologize for mistakes?
- D. Allow time for the other person to answer?
- E. Make sure that you are talking to the right person?
- F. Identify yourself?
- G. Ask if it is convenient to talk?
- H. Listen carefully?
- I. End the call without prolonging it?
- J. End the call without abruptness?

When you answer a call. Do you

- A. Answer promptly?
- B. Identify yourself by giving name or number?
- C. Visualize the person calling?
- D. Greet the person calling pleasantly?
- E. Use the person's name?
- F. Listen attentively?
- G. Take any message cheerfully?
- H. Ask politely for a repetition of the message, if necessary?
- I. Ask questions tactfully?
- J. Explain waits?

1/John Bell, William Johnson, Mark Godman, and Edna Cotner, The English We Need. The John C. Winston Company, Philadelphia, 1943, p. 328





## Exercise II

Write telephone conversations suitable for each of the following occasions:

- A. Cancelling a manicure appointment.
- B. Ordering materials for a Cold Wave Permanent.
- C. Miss Smith calls the president of the local Hairdressers' Association to ask about the guest speaker for the next meeting.
- D. Eunice Gates calls the adjustment department of a department store to inquire about a carton of nail polish that was lost or misplaced.
- E. Theresa Robidou calls Mr. Doll Brissette the orchestra leader, to tell him that the Senior Prom date has been changed.

## Exercise III Optional

Dramatize the topics in Exercise I in the following manner:

Dramatize the conversation behind a screen where you can see neither your partner nor your audience. Then dramatize a conversation with the same partner where you cannot see each other, but where you can be seen by the others in the class. When you can be heard but not seen, your voice and





## WEEK IV

words are unaided by the expression of eyes and face or by your personality. You will see how easy it is to give a wrong impression in telephoning.

## Exercise IV

Write a story or essay on some subject concerning the correct use of the telephone.

## Exercise V

Prepare a list of questions about the social conduct in telephoning: any questions you yourself would like answered, or about which others might like information.

## Exercise VI

Appoint several members to serve as a committee to write to the Telephone Company asking for free booklets on telephoning. Such a committee will discuss the booklets after they come giving new or interesting information.





## WEEK IV

## INTRODUCTIONS

Everyone is called upon to make introductions on many occasions. By "presented" is meant that the name of the person honored is used first.

Study the following forms of introduction so as to become familiar with the correct forms of introduction.

(You are introducing two boys) "Jack Brown, this is Bill Smith." Or simply, "Jack Brown, Bill Smith."

(You are introducing two girls of the same age) "Carolyn Caprioli, this is Eunice Gates." Or simply, "Carolyn Caprioli, Eunice Gates."

(You are introducing a boy and a girl) "Joyce Mayer, this is Kenneth Lambert." Or simply, "Joyce Mayer, Kenneth Lambert."

(You are introducing a boy or girl to Miss Manzi, an older person) "Miss Manzi, may I present Theresa Robichaud? Theresa is a new student in our class." Another form would be "Miss Manzi, may I introduce Theresa Robichaud?"

(You are introducing a boy or a girl to an elderly man) "Mr. Newell, this is Bob Smith (or Marjorie Cote)."





## SOME DON'TS

## A FEW RULES OF COURTEOUS BEHAVIOR

1. Do not say "Pleased to meet you."

1. Men are always presented to women unless the man holds a position of great importance. You would not present your University President to your mother.

2. A young man is always presented to an older man.

3. A young woman is always presented to an older woman.

4. A child is always presented to an adult.

5. A less distinguished person is always presented to a

more distinguished person.

## ALWAYS ACKNOWLEDGE AN INTRODUCTION

Both persons introduced smile and acknowledge the presence of the other by a gracious greeting: "How do you do, Mr. Smith?" Be sure to repeat the name. It gives the introducer a chance to correct you, if you did not understand the name exactly, and it helps you to remember the name.





### SOME DON'TS

1. Do not say "Pleased to meet you."
2. Do not say "I am glad to know you", for you do not know the person when you have just met.
3. Do not look bored or displeased when introduced.
4. Do not say "Meet the boy friend." "Shake hands with Mary Smith." "Excuse my glove."

### Exercise A MAKING INTRODUCTIONS

Dramatize the following:

1. A boy is introduced to another boy.
2. A boy is introduced to an older man.
3. A girl and boy are introduced to each other.
4. A girl is introduced to an older woman.
5. A girl is introduced to an older man.

### ALWAYS ACKNOWLEDGE AN INTRODUCTION

Both persons introduced smile and acknowledge the presence of the other by a gracious greeting: "How do you do, Mr. Smith?" Be sure to repeat the name. It gives the introducer a chance to correct you, if you did not understand the name exactly, and it helps you to remember the name.





### KNOW WHEN TO RISE AT AN INTRODUCTION

A man or boy always rises when introduced unless prevented by some physical condition.

Women do not as a rule. However, a girl should rise when she is introduced to a woman or to a man much older than she is. She should also rise when, as hostess at a social gathering, she is performing an introduction.

A girl does not rise when a boy is presented to her, unless, she is the hostess, or unless the introduction is made by an older man or woman.

A woman is never taken across a room to meet a man. He is brought to her. Names should be spoken clearly that there can be no doubt as to what is being said. If you do not understand a name you may say: "Please say it again. I want to be sure to know it."

Be sure that both names are used. It is embarrassing to have someone say merely, "This is my friend John." In such a case neither John nor the person to whom he is presented knows the name of the other.

Two men may shake hands when introduced. Men and women seldom do and women almost never except at a reception. An interested smile and a gracious greeting are enough. A proffered hand is never refused, however.





### INTRODUCING ONE PERSON TO A GROUP

If you are in a large group of people, don't introduce the newcomer to the whole roomful at once. Begin with the nearest person, and then include the names of two or three others nearby. They in turn will introduce the newcomer to the others near them or wait until some other time to introduce the rest of the group. Add a little remark about an interest that the newcomer shares with someone in the group, so that the way is paved for a friendly conversation.

### INTRODUCE YOURSELF WHEN IT'S NECESSARY

If you find yourself seated by a stranger at a social gathering, introduce yourself by saying, "I am Lois Marsh." The other person should at once tell you his or her name. Then you might make a friendly comment about the party, such as: "I know nearly everyone here. Do you?" Now you are launched into a friendly conversation.

Do not use the title "Miss" or "Mr." when introducing yourself. Use your first name and your surname.

### INTRODUCING A FRIEND ON THE STREET

If you are walking with a friend, and meet another friend who does not know your companion, it isn't necessary to introduce them if you stop for a moment. Your companion may walk on slowly until you catch up with him.





## WEEK V

## INTERVIEWS

However, if you intend to say more than a sentence or two, it is courteous to make an introduction at once. very busy, the matters presented should be brief, concise and clear.

Exercise B you interview a person, develop clearly in your own mind.

1) Working in small groups, demonstrate the following: the person to

a) Introduce a friend to your mother.

Ask b) Introduce a girl to her dinner partner. the secre-

tary of c) Imagine that you are walking with a friend your and meet another friend not known to your companion. Dra- matize both situations. office at the appointed hour tell who

you are d) Introduce a new customer to your boss. You said

I might e) Introduce a trustee of the school to your your Trade teacher. Do not boast about your ability. but state

clearly why you think you can do what the position requires. Be courteous. If you have objections to meet state your side of the case but do not argue or lose your temper.

Sit quietly while you talk. Do not wriggle in your seat or play with anything in your hands or move objects on the desks before you. Look directly at the one to whom you are speaking and not as if the interview is a matter of genuine interest.

Leave as soon as you finish your business. A word of courteous thanks for the consideration given is always appropriate.





## WEEK V

## INTERVIEWS

The interview is a meeting in which information or favors are sought. Because the person interviewed is usually very busy, the matters presented should be brief, concise and clear.

Before you interview a person, develop clearly in your own mind just what you want, why you want it, and why you are the person to have it.

Ask for an appointment either in person through the secretary of the business official or by telephone. State your name clearly and tell why you wish to see him.

When you enter the office at the appointed hour tell who you are and why you came. "I am Carolyn Caprioli. You said I might see you about the position as receptionist in your beauty salon." Do not boast about your ability, but state clearly why you think you can do what the position requires. Be courteous. If you have objections to meet state your side of the case but do not argue or lose your temper.

Sit quietly while you talk. Do not wriggle in your seat or play with anything in your hands or move objects on the desks before you. Look directly at the one to whom you are speaking and act as if the interview is a matter of genuine interest.

Leave as soon as you finish your business. A word of courteous thanks for the consideration given is always appropriate.





## Exercise I

1. A class committee may prepare a test on the materials you have been studying. Two of your questions may read somewhat like this: a) In what different ways do "hair and skin" students make use of interviewing? b) What courtesies must the interviewer be careful to observe?

2. Dramatize the following situations: a) As a representative of your class, interview a hair-stylist to give a demonstration at your school. b) Interview a caterer to make arrangements for the refreshments for a party to be given by the "Glamor & Charm" Club of your school. c) Interview the school librarian to ask her to give a talk on books concerning beauty culture.

3. Select a partner for an interview. Use any situation or topic you wish. Present the interview before the class so that they may comment on it. Here are some suggestions: a) An interview with a representative of a steamship company who is trying to interest you in taking a job as a hairdresser aboard a pleasure cruiser to Bermuda. b) An interview with someone whom you would like have join your club.





## CHAPTER IV

UNIT ORGANIZATION OF SILAS MARNER

## Statement of the Unit

George Eliot, nee Mary Ann Evans, was the most eminent of English realists. She is well-renown for her novels of character study. Silas Marner is intensely realistic. The types of character are drawn from life and are true. The scenery is a perfect picture of the English Midlands which she took as her proper literary province. Her heart and affections were rooted there. She went to the core of a human problem. She realized the pathos and grandeur of ordinary humanity better than most people. Her great aim was to retrace the growth of character, and in tracing it to show the deep influence of act and habit on self-development.

Silas Marner<sup>1/</sup> presents "a tale charming in its simplicity, so skillfully assembled that it seems to enfold of itself. It offers numerous life-like characterizations: Silas Marner, whose pitifully stunted nature blooms under the influence of the sun-child Eppie; Godfrey Cass, weak-willed and irresolute, possessor, nevertheless, of an attractive manliness; Nancy Lammeter, prim, yet fetching; the hypocritical William Dane; poor, misguided Molly; the blackguard Dunstan; Dolly, helpful, tactful, understanding; and lastly, the

<sup>1/</sup>Mabel Pearson Schmidt, "English Handbook", p. 23





# DELIMITATION OF THE UNIT

frequenters of the tavern, to the modern reader humorous alike in their provincial wit and in their serious undertakings. These characters form an old-fashioned, early nineteenth century village, isolated, superstitious, ignorant, complacently self-sufficient, and peculiarly human, a village dear to the heart of the student of backgrounds, of environment, and of thoroughly satisfying book. In it, all wickedness is punished and all good is rewarded."

las Warner, while a youth in Lantern yard, was falsely accused of robbing the deacon of the church money. This accusation was the starting point of his degeneration.

2. Epie, the golden-haired wail of unknown parentage, excites again natural human emotions in Silas's narrowed mind and heart. This human love led him to keep the child and assume the burden of her support and at the same time he himself was led forth by her toward a bright land.

3. Jeffrey, Epie's father, wished to make reparation by adopting his child but discovers gratitude and the simplest ties of human love outweigh in her heart the mere fact of blood relationship with a man who had denied the inner bond. She feels that her true father is the man who sheltered her, and shared his all with





## DELIMITATION OF THE UNIT

1. From the characters in Silas Marner, the modern youth can gather many profitable lessons, such as, when

a. Godfrey Cass has tampered with truth so that at first he stands half aghast at the result of his caring, and finally he is caught and swept to an inevitable doom. He failed to fulfil the obligations belonging to marriage and fatherhood.

b. Silas Marner, while a youth in Lantern yard, was falsely accused of robbing the deacon of the church money. This accusation was the starting point of his degeneration.

c. Eppie, the golden-haired waif of unknown parentage, excites again natural human emotions in Silas's narrowed mind and heart. This human love led him to keep the child and assume the burden of her support and at the same time he himself was led forth by her toward a bright land.

d. Godfrey, Eppie's father, wished to make reparation by adopting his child but discovers gratitude and the simplest ties of human love outweigh in her heart the mere fact of blood relationship with a man who had denied the inner bond. She feels that her true father is the man who sheltered her, and shared his all with a nameless outcast.





e. Dunstan Cass, the Squire's second son, is a mean fellow who threatens to reveal the secret of Godfrey's marriage to Molly Farren if his brother does not continue to supply him with money. His black-mailing methods are contemptible.

2. In Silas Marner, we find an accurate and socially significant picture of the English Midlands of 1861.

a. Factories had not yet interrupted the hum of the spinning wheels.

b. Education limited its followers to a very few.

c. Superstition was wont to hang around anything that was new or strange.

3. Silas's decision to adopt Eppie presents to himself and to the women of Raveloe thought-provoking problems concerning the child's upbringing. Some such problems are:

a. Shouldn't Eppie be christened, lest she should be exposed to some unknown evil through his neglect?

b. Shouldn't he understand and share the life of the village so that he might presently make it helpful to her?

4. George Eliot is a realist, and we can recognize many of our own weaknesses in her characters.

a. Silas Marner was looked upon with suspicion and fear because of his peculiar appearance and reticence.





b. Some people in Lantern Yard claimed Silas was in league with the Evil One and condemned him for even his rare acts of kindness.

c. Silas's craving for something to love found satisfaction in the surplus gold earned by his weaving.

5. We must remember that George Eliot was the product of her own time. She voiced uneasy questions of the human soul.

who might be different from us.

3. An appreciation that a novel about a man who lost faith in God and man ultimately tells us the story of his redemption by the "remedial influences of pure, natural human relations."<sup>1/</sup>

4. An awareness of social and economic injustice with a strong desire to do something about it.

5. An attitude of being industrious.

6. An appreciation of beauty of literary expression and style as contrasted with poorly written so-called best-sellers of the day.

7. An understanding of the steps required to make a good novel.

8. An appreciation of the necessity of not making and having friends.

<sup>1/</sup>Wilbur Lucius Cross, Ph.D., Silas Marner, Gateway Series, American Book Company, Boston, 1903, p. 31





## PROBABLE INDIRECT AND INCIDENTAL

## LEARNING PRODUCTS

1. An appreciation of the fact that the characters in Silas Marner are true everyday creatures to be found today among our own associates.
2. An attitude of sympathy and understanding toward others who might be different from us.
3. An appreciation that a novel about a man who lost faith in God and man ultimately tells us the story of his redemption by the "remedial influences of pure, natural human relations."<sup>1/</sup>
4. An awareness of social and economic injustice with a strong desire to do something about it.
5. An attitude of being industrious.
6. An appreciation of beauty of literary expression and style as contrasted with poorly written so-called best-sellers of the day.
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<sup>1/</sup>Wilbur Lucius Cross, Ph.D., Silas Marner, Gateway Series, American Book Company, Boston, 1903, p. 31





## THE UNIT ASSIGNMENT

9. A realization that a home with children can bring greater happiness than gold.
10. A realization of the obligation of a parent to cherish and care for his own.

Her early days of country life with home, family, and school was most important in influencing her genius. See what else you can find out about her.

Write a brief biography of George Eliot. Tell: when she lived, when she died, something of her girlhood and later life, and list five of her famous books.

(Read 1: VII - XI)<sup>1/</sup>

2. George Eliot was a thinker. There are thought-nuggets in all her novels. Look for four thought-nuggets in "Silas Marner." Explain the meaning of each.

(Read 1: 4, 6, 7, 14, 15, 18, 27, 40)

3. In Chapter I George Eliot shows her fondness for noting the way different minds work. Here is an example of weak reasoning on the part of the untrained mind:

(1) We Raveloe folk are normal. We and our fathers

<sup>1/</sup>To be read as follows: Pages VII to XI, inclusive, of the first reference in the reading list at the end of your study guide.





## THE UNIT ASSIGNMENT

(Tentative time allotment: five weeks,  
three periods a week)

1. George Eliot was one of the greatest writers in English literature. Her early days of country life with home, family, and school was most important in influencing her genius. See what else you can find out about her.

Write a brief biography of George Eliot. Tell: when she lived, when she died, something of her girlhood and later life, and list five of her famous books.

(Read 1: VII - XX)<sup>1/</sup>

2. George Eliot was a thinker. There are thought-nuggets in all her novels. Look for four thought-nuggets in "Silas Marner." Explain the meaning of each.

(Read 1: 4, 6, 7, 14, 16, 18, 27, 40)

3. In Chapter I George Eliot shows her fondness for noting the way different minds work. Here is an example of weak reasoning on the part of the untrained minds:

(1) We Raveloe folk are normal. We and our fathers

---

<sup>1/</sup>To be read as follows: Pages VII to XX, inclusive, of the first reference in the reading list at the end of your study guide.





7. The greatest man in Raveloe was Squire Cass. He has two sons, Godfrey and Dunstan. Wanderers like Marner are therefore abnormal, and because abnormal are to be viewed with suspicion. Find two other similar examples of weak reasoning. (Read 1: 2, 6, 12, 14)

4. Silas Marner is an unusual person. What is your opinion of him at the time he is living at Lantern Yard?

You will also meet William Dane and Sarah at the above-mentioned time. Why don't you like them?

(Read 1: 1-15)

5. Silas leaves Lantern Yard to live in Raveloe. Here his life is much different from that in Lantern Yard.

What kind of village was Raveloe? Describe the situation as you imagine it. What did the people of Raveloe know about Silas Marner? What did they think and believe about him??

(Read 1: 15-25)

6. Items 1 through 5 are to be completed in the first week. A definite date will be set by the teacher for the completion of the biography.

\* Item marked with asterisk (\*) indicate that they are for the teacher's use. Unmarked items appear in pupils' mimeographed study guide.





7. The greatest man in Raveloe was Squire Cass. He has two sons, Godfrey and Dunstan.

- a. What kind of man is Squire Cass? Godfrey? Dunstan?
- b. What makes Dunstan unpopular with his brother Godfrey?
- c. Do you think Godfrey is a coward?
- d. What do you consider Godfrey's best trait of character?
- e. Why would you say that the Cass boys were "poorly" reared?
- f. What do you think would have happened if Godfrey had told his father the truth?

8. Chapter IV contains three incidents - a horsedead, a hunting accident, and a robbery. Describe each incident in a short paragraph.

(Read 1: 40-49)

9. As a study help of Chapter IV, list the thoughts which Dunstan entertains as:

- a. He approaches Marner's cottage in the morning.
- b. After the death of Wildfire
- c. While he is walking home
- d. When he is approaching Marner's cottage
- e. While he is in the cottage





(Read 1: 40-49)

10. At the close of this chapter, your mind is full of eager questions. Try to answer the following ones:
  - a. Where is Marner?
  - b. What will he do when he discovers the theft?
  - c. Where will Dunstan go?
  - d. Will he be caught?
  - e. What will become of Godfrey?
- \*11. An essay type test is to be presented to the pupils in mimeographed form. Answers are to be short paragraphs.
  - a. What are the details of the incident which drove Marner from Lantern Yard?
  - b. What became of the Deacon's gold?
  - c. What would you have called attention to had you been a lawyer defending Marner?
  - d. How true is George Eliot's statement that many sorrows are due to false notions for which no one is to blame?
  - e. How much education do you think Silas had?
  - f. Why did Silas stop praying?
  - g. How do you explain the fact that Silas did not become a miser until after he had reached manhood?
  - h. Tell what the neighbors thought of each member of the Cass family?





i. What were the reasons which prevented Godfrey from going to his father and telling him the whole story?

j. What were the incidents and motives which led Dunstan to steal the miser's money?

\*12. Pictures of the author and England of the nineteenth century, and a map of England showing the English Midlands will be displayed on the bulletin board during the unit. They will be used for reference.

13. After Marner returned from his errand, he discovers that the gold is gone.

a. What thoughts does he entertain as to its disappearance?

b. Does not Marner think and feel as you would expect?

c. What are the "pictures" you gather from the time Marner is "plodding along from the village" to "his rushing bareheaded out into the rain on his way to the Rainbow"?

(Read 1:49-56)

14. Chapter VI is full of ordinary folks of the village:

a. Who are they?

b. What are their trades?

c. What are the topics of their conversation?

d. Would you find such tradesmen in your community





today?

(Read 1: 56-69)

15. The conversation at the Rainbow is about ghosts when Marner appears to tell about the loss of his gold.

- a. How do you know that the barrier between Marner and the town-folks is breaking down?
- b. What moved Silas to take back his suspicion of Jem?
- c. What trait of character in Marner is stressed at the Rainbow even though he is a miser?
- d. Were you amused by the discussion about whether a cow-doctor can legally serve as a deputy-constable? Why?

(Read 1: 69-75)

- 16.
- a. What are the theories concerning the disappearance of Marner's gold?
  - b. Why isn't Dunstan suspected?
  - c. What prompts Godfrey to make a full confession to his father?
  - d. Why does he change his mind the next morning?
  - e. Describe the character of Squire Cass.

(Read 1:76-86)





17. An essay type test: the questions are presented to the class in mimeographed form. Answers are to be in short paragraphs.

- a. Why does Godfrey allow Dunstan to persuade him to sell Wildfire?
- b. Why does Dunstan steal Marner's gold?
- c. Why was Godfrey afraid to confess his marriage to the Squire?
- d. What do you think would have happened if Godfrey had told his father the truth?
- e. What was the first effect of Marner when he discovered the gold was gone?
- f. How much money had Silas saved at the time it was stolen?
- g. How much would it be worth today?
- h. If Godfrey had found the miser's money on the table in the empty cottage, do you think that he would have taken it? Give reasons for your answer.
- i. Why did Silas go out without locking his door on the night when his money was stolen?
- j. Why was there such a run of business at the Rainbow the day after Marner's gold was missing?





18. The unit assignment through item 17 is to be completed by the second week.
19. a. What are the questions that come to the Squire's mind as Godfrey tells about Dunstan's accident with Wildfire?
- b. Do you sympathize with Godfrey in his effort to get himself out of a "fix"?
- c. Describe his feelings at the beginning and at the end of the contest between himself and his father.
- (Read 1:86-95)
20. a. List all the reasons why Dunstan is not suspected.
- b. Compare the way Silas celebrates Christmas with the way it is celebrated at Squire Cass's.
- c. Give a two-minute characterization of Dolly Winthrop.
- d. Write a similar characterization of some person known to you.
- e. Tell how Mr. Macey did not forsake Marner in his trouble.
- (Read 1: 95-114)





21. a. Describe the party at the Red House in such a manner as to compare it with a party at the present time, and show the differences.
- b. What attributes of a lady does Nancy possess?
- c. What difference between Miss Nancy and Priscilla do you find?
- d. How many persons do you meet at the party?  
Which ones do you like best? Why?
- (Read 1: 114-140)
22. a. What ways of little children do you see in Chapter XII?
- b. What passes through Molly's mind while she is on her way to Raveloe?
- c. What passes through Marner's mind (1) before the child is discovered, (2) after the discovery?
- (Read 1: 140-147)
23. a. Who is the central character in Chapter XIII?
- b. How do you feel about the likelihood of an old bachelor bringing up a child?
- c. Would you have given your approval in regard to Silas's adoption of Eppie? Why?
- d. How would the story have ended if Godfrey had acknowledged his child?
- (Read 1: 148-157)





24.       a. What are the ways Dolly suggests punishing Eppie?  
          b. Do you think she is a good teacher? Why?  
          c. Can you relate one of your childhood naughtiness-  
              es brought to mind by the coal-hole incident?  
          d. Describe either a humorous or an attractive  
              "picture" which appealed to you in Chapter XIV.  
              (Read 1: 157-175)

25.       An essay type test. The questions are presented to  
the class in mimeographed form. Answers are to be in  
short paragraphs.

- a. Give reasons why we cannot fully sympathize with  
              Godfrey's wife.  
          b. What was Marner's mental condition when Eppie  
              came?  
          c. How does George Eliot account for this condition?  
          d. Explain how Eppie got into the cottage without  
              Silas's knowledge.  
          e. How has the author prepared for the manner of  
              Eppie's coming?  
          f. Why do you expect that Silas will take the child  
              and love her?  
          g. What do you think would have happened if Molly  
              had lived long enough to reach the Red House and  
              made herself known?





h. What would Godfrey have done?

i. What would have become of Eppie?

26. The Unit assignment, through item 24, is to be completed by the third week.

27. a. How many years have passed between Part I and Part II?

b. What changes do you notice in Godfrey and Nancy?

c. Compare Silas's appearance in the beginning of the story with his appearance at the beginning of Part II.

d. List the general changes in Raveloe.

(Read 1: 176-195)

28. In Chapter XVII we see the absence of children in Godfrey's home and Nancy's unwillingness to adopt Eppie.

a. What reasons does Nancy give for not adopting a child?

b. Do you agree with her reasoning? Substantiate your answer.

c. Had Nancy known Eppie's parentage, would she have adopted her?

(Read 1: 195-208)

d. Would you have adopted Eppie if you were in Nancy's position provided she knew Eppie's parentage?





(Read 1: 195-208)

29. a. Are you surprised to hear about Dunstan? Why?
- b. Why isn't there a vivid description of the finding of the skeleton?
- c. Is there a question which bothers your mind at the close of Chapter XVIII?

(Read 1: 209-213)

30. a. What heroism is shown by Marner in Chapter XIX?
- b. Would you have behaved as Marner did?
- c. Describe Godfrey's argument.
- d. What was the moment of greatest suspense?
- e. Did you admire Eppie's decision? Why?

(Read 1: 213-225)

31. a. Do you feel that the author is too kind to Godfrey in Chapter XX?
- b. Do you think that Eppie's parentage should be made known in Raveloe?
- c. Should one always make public his wrong doings?

(Read 1: 225-228)

32. a. What is the purpose of the last Chapter?
- b. Why is it just as well that Marner didn't find any of his old neighbors still living in Lantern Yard?



(Read I: 183-203)

29. a. Are you surprised to hear about Dunstan? Why?
- b. Why isn't there a vivid description of the finding of the skeleton?
- c. Is there a question which bothers your mind at the close of Chapter XVII?

(Read I: 209-213)

30. a. What heroism is shown by Warner in Chapter XIX?
- b. Would you have behaved as Warner did?
- c. Describe Godfrey's argument.
- d. What was the moment of greatest suspense?
- e. Did you admire Spole's decision? Why?

(Read I: 213-225)

31. a. Do you feel that the author is too kind to Godfrey in Chapter XX?
- b. Do you think that Spole's percentage should be made known in advance?
- c. Should one always make public his wrong doings?

(Read I: 225-235)

32. a. What is the purpose of the last Chapter?
- b. Why is it just as well that Warner didn't find any of his old neighbors still living in Lantern Yard?

- c. Were you pleased to see the absence of Godfrey and Nancy at Eppie's wedding?

(Read 1: 228-236)

33. An essay type test. The questions are presented to the class in mimeographed form. Answers are to be in short paragraphs.

- a. Why did the author leave out so many years between Part I and Part II?
- b. Why don't you miss them in reading the story?
- c. What has happened in the lines of Priscilla and Nancy and Godfrey in sixteen years?
- d. What kind of man has Godfrey become?
- e. We have no detailed account of the courtship of Aaron and Eppie. Why?
- f. Give a veracious account of Marner's use of tobacco.
- g. Contrast the Red House and Marner's cottage in Part II.
- h. Give two examples of Priscilla's homely wisdom.
- i. Give an illustration of Godfrey's arrogance as he asked Marner for Eppie's adoption.
- j. If Silas Marner were to be made into a movie, what person would you like to take the part of Marner? Why? Would you make any changes in the story?



c. Were you pleased to see the absence of Godfrey

and Nancy at Epie's wedding?

(Read I: 228-236)

35. An essay type test. The questions are presented to the

class in mimeographed form. Answers are to be in short

paragraphs.

a. Why did the author leave out so many years between

Part I and Part II?

b. Why don't you miss them in reading the story?

c. What has happened in the lives of Priscilla and

Nancy and Godfrey in sixteen years?

d. What kind of man has Godfrey become?

e. We have no detailed account of the courtship of

Aaron and Epie. Why?

f. Give a veracious account of Warner's use of

tobacco.

g. Contrast the Red House and Warner's cottage in

Part II.

h. Give two examples of Priscilla's homely wisdom.

i. Give an illustration of Godfrey's arrogance as

he asked Warner for Epie's adoption.

j. If Miss Warner were to be made into a movie,

what person would you like to take the part of

Warner? Why? Would you make any changes in the

story?

34. The unit assignment, through item 33, is to be completed by the fourth week. This will complete the reading of the novel.
35. Exhibition of optional work. Have your optional work ready for exhibition along with the work of the other students. See the file of optional work for suggestions of things you can do.
36. Reports on outside reading. If you have read one of the books suggested, be ready to give an oral report to the class. Tell briefly what the book is about; describe the most important characters; tell about the part of the book which appealed to you the most, and tell why you liked or didn't like the story.
37. A paper entitled "What I learned from the unit on Silas Marner" will be assigned to be written by the class. Sub-topics to be included are:
- a. Biography of George Eliot
  - b. The customs and manners of her times as portrayed in Silas Marner.
  - d. Traits of character to be found in the main characters
  - e. Eliot's Humor.



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- a. Biography of George Eliot
- b. The customs and manners of her times as portrayed in Silas Marner.
- c. Traits of character to be found in the main characters
- d. Eliot's humor.

These papers will help the teacher to evaluate her own teaching as well as the pupils' growth.

38. The objective test on page 119 will be administered at the end of the unit. This test is identified as "Final Test." The scoring key will be found in the appendix.

2. Write character sketches of

- a. Geoffrey
- b. Dunstan
- c. William Dane
- d. Squire Cass
- e. Mrs. Winthrop
- f. Triscilla
- g. Mr. Hacey
- h. Ben Winthrop

3. Describe the scenes of each of the following:

- a. Silas's Trial
- b. Death of Molly
- c. Coming of Eppie
- d. Finding of Dunstan's Body
- e. Eppie's refusal to leave Silas

4. George Eliot describes a New Year's celebration, as it was held in the England she knew. Write this scene in play form and arrange with the teacher to present it, with the help of some of your friends, to the class.



These papers will help the teacher to evaluate her  
own teaching as well as the pupils' growth.

58. The objective test on page 119 will be administered at  
the end of the unit. This test is identified as "Final  
Test." The scoring key will be found in the appendix.

### Optional Related Activities

1. Outline story under the headings:
  - a. Life in Lantern Yard
  - b. Life in Raveloe before the coming of Eppie
  - c. Life in Raveloe after the coming of Eppie
2. Write character sketches of
  - a. Godfrey
  - b. Dunstan
  - c. William Dane
  - d. Squire Cass
  - e. Mrs. Winthrop
  - f. Priscilla
  - g. Mr. Macey
  - h. Ben Winthrop
3. Describe the scene of each of the following:
  - a. Silas's Trial
  - b. Death of Molly
  - c. Coming of Eppie
  - d. Finding of Dunstan's Body
  - e. Eppie's refusal to leave Silas
4. George Eliot describes a New Year's celebration, as it was held in the England she knew. Write this scene in play form and arrange with the teacher to present it, with the help of some of your friends, to the class.





5. In Silas Marner, there were very rigid social distinctions. Cite two examples which will prove the above statement.
6. List five customs of George Eliot's times. Compare them to our present day customs.
7. Here is a list of novels of character study you will like if you enjoyed Silas Marner. Ask the teacher for permission to make a book report on one of these:

Austen - "Emma"

Bacheller - "A Man for the Ages"

"Eben Holden"

Barrie - "The Little Minister"

Bennett - "Buried Alive"

"Riceyman Steps"

Conner - "The Sky Pilot"

Conrad - "Nigger of the Narcissus Youth"

Craik - "John Halifax, Gentleman"

Crane - "Red Badge of Courage"

Gale - "Miss Lulu Bett"

Goldsmith - "The Vicar of Wakefield"

Kipling - "The Light That Failed"

Locke - "Jaffrey"

"The Beloved Vagabond"

Moore - "The Jessamy Bride"





Smith - "Colonel Carter of Cartersville"

Stevenson - "David Balfour"

"Dr. Jekyll and Mr. Hyde"

Tarkington - "Alice Adams"

"Seventeen"

Thackeray - "Henry Esmond"

"Vanity Fair"

Walpole - "Jeremy"

Wells - "Kipps"

8. Here are two beautiful selections worthy of being analyzed. If there are any lines that appeal to you, memorize them as they are "food for thought."

#### Memory Selections

##### a. Dependence on Chance

Favorable Chance, I fancy, is the god of all men who follow their own devices instead of obeying a law they believe in. Let even a polished man of these days get into a position he is ashamed to avow, and his mind will be bent on all the possible issues that may deliver him from the calculable results of that position. Let him live outside his income, or shirk the resolute, honest work that brings wages, and he will presently find himself dreaming of a possible benefactor, a possible simpleton who may be cajoled into using his



Smith	-	"Colonel Carter of Carterville"
Stevenson	-	"David Balfour"
Tarlington	-	"Dr. Jekyll and Mr. Hyde"
Thackeray	-	"Alice Adams"
Walspole	-	"Seventeen"
Wells	-	"Henry Ramond"
	-	"Vanity Fair"
	-	"Jeremy"
	-	"Kipps"

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### Memory Selections

#### Dependence on Chance

Favorable Chance, I fancy, is the god of all men who follow their own devices instead of obeying a law they believe in. Let even a polished man of these days get into a position he is ashamed to avow, and his mind will be bent on all the possible issues that may deliver him from the calamitous results of that position. Let him live outside his income, or shrink the results, honest work that brings wages, and he will presently find himself dreaming of a possible benefactor, a possible almsman who may be coaxed into using his

interest, a possible state of mind in some possible person not yet forthcoming. Let him neglect the responsibilities of his office, and he will inevitably anchor himself on the chance that the thing left undone may turn out not to be of the supposed importance. Let him betray his friend's confidence and he will adore that same cunning complexity called Chance, which gives him the hope that his friend will never know. Let him forsake a decent craft that he may pursue the gentilities of a profession to which nature never called him, and his religion will infallibly be the worship of blessed Chance, which he will believe in as the mighty creator of success. The evil principle deprecated in that religion is the orderly sequence by which the seed brings forth a crop after its own kind.

b. The Theme of the Story

In old days there were angels who came and took men by the hand and led them away from the city of destruction. We see no white-winged angels now; but yet men are led away from threatening destruction. A hand is put into theirs, which leads them forth gently towards a calm and bright land, so that they look no more backward; and the hand may be a little child's.





9. Here is a list of words which you might like to know how to spell and whose meaning you might want to know. Choose as many as you want from each list. Use a dictionary.

Week I

1. Aberration
2. Abstraction
3. Accession
4. Acquiescence
5. Acuteness
6. Adjuring
7. Alibi
8. Amulet
9. Analogical
10. Anguish
11. Antennae
12. Apparition
13. Apprehend
14. Ardent
15. Artisan
16. Ascertain
17. Assizes
18. Attribute
19. Avarice
20. Benignity



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# Week I

1. Aberration
2. Abstraction
3. Accession
4. Acquiescence
5. Acuteness
6. Adjusting
7. Alibi
8. Amulet
9. Analogical
10. Anguish
11. Antennae
12. Apparition
13. Apprehend
14. Ardent
15. Artisan
16. Ascertain
17. Assizes
18. Attribute
19. Aversion
20. Benignity

## Week II

21. Benumbing
22. Bewildered
23. Cajoling
24. Capacious
25. Carping
26. Casualties
27. Cataleptic
28. Chary
29. Christening
30. Clairvoyante
31. Cogent
32. Collateral
33. Colloquies
34. Compassion
35. Contingent
36. Coppice
37. Correlation
38. Credulity
39. Culpable
40. Cupidity



Week II

- 21. Benumbing
- 22. Bewildered
- 23. Baiting
- 24. Capacious
- 25. Carping
- 26. Casualties
- 27. Cataleptic
- 28. Chary
- 29. Chortling
- 30. Disavowance
- 31. Cogent
- 32. Colloquial
- 33. Colloquies
- 34. Compassion
- 35. Contingent
- 36. Goppice
- 37. Correlation
- 38. Credulity
- 39. Cripable
- 40. Cynicality

## Week III

41. Deference
42. Deliberation
43. Delusive
44. Deprecate
45. Diabolism
46. Discern
47. Discursive
48. Dispensation
49. Disrupted
50. Distrain
51. Divined
52. Docile
53. Domestic
54. Dropsy
55. Dubiety
56. Eccentric
57. Efficacy
58. Egoism
59. Elicit
60. Eligible





## Week IV

61. Emaciated
62. Embezzle
63. Entail
64. Epileptic
65. Errant
66. Erudite
67. Exasperation
68. Fallacy
69. Filial
70. Florid
71. Frustration
72. Gratuitously
73. Guinea
74. Hedgerow
75. Hospitality
76. Inarticulate
77. Incipient
78. Incompatible
79. Incongruous
80. Indolence





10. Either draw or construct the following:

Week V

81. Infallibility

82. Jocose

83. Layman

84. Malicious

85. Manor-house

86. Mitigate

87. Morbid

88. Odious

89. Piety

90. Prosaic

91. Pseudonym

92. Retribution

93. Sceptical

94. Sobriety

95. Tacit

96. Unwonted

97. Vacillation

98. Vicarious

99. Vindication

100. Wry



## Week V

81. Infidelity

82. Locomo

83. Layman

84. Malicious

85. Manor-house

86. Mitigate

87. Morbid

88. Odious

89. Pity

90. Prosaic

91. Pseudonym

92. Reputation

93. Spectical

94. Sobriety

95. Tact

96. Unwonted

97. Vaccination

98. Vicious

99. Vindication

100. Wry

10. Either draw or construct the following:

a. Raveloe

b. Silas's cottage

1. Silas c. The Red House George Eliot

d. Any of the Characters

2. Adam Bede e. The Rainbow Inn George Eliot

3. The Mill on the Floss f. A hand loom George Eliot

11. There are a number of attractive comparisons.

For example: Macey thinks Marner's mind goes in and

3. out of his body "Like a bird out of its nest and

back." Find and list ten such similes.

4. Scenes from Clerical Life George Eliot

7. Lives of Girls who became Famous S. K. Bolton

8. Home Life of Great Authors H. T. Griswold

9. Life of George Eliot, (Great Writers) Oscar Browning

10. George Eliot and Her Times Elizabeth S. Haldane



10. Either draw or construct the following:

- a. Bavalise
- b. Alias's cottage
- c. The Red House
- d. Any of the Characters
- e. The Rainbow Inn
- f. A handloom

11. There are a number of attractive comparisons.

For example: Macey thinks Warner's mind goes in and

out of his body. "Like a bird out of its nest and

back." Find and list ten such similes.

READING LIST FOR PUPILS' USE

---

1. Silas Marner George Eliot
2. Adam Bede George Eliot
3. The Mill on the Floss George Eliot
4. George Eliot's Poetry and Other Essays Rose E. Cleveland
5. George Eliot's Heroines Abba G. Woolson
6. Scenes from Clerical Life George Eliot
7. Lives of Girls who became Famous S. K. Bolton
8. Home Life of Great Authors H. T. Griswold
9. Life of George Eliot, (Great Writers) Oscar Browning
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# READING LIST FOR PUPILS, USE

1. Stiles Manner George Elliot
2. Adam Bada George Elliot
3. The Mill on the Floss George Elliot
4. George Elliot's Poetry and Other Essays Rosa E. Cleveland
5. George Elliot's Heroines Abby D. Woolson
6. Scenes from Her life George Elliot
7. Lives of Girls who became Famous S. K. Bolton
8. Home Life of Great Authors H. T. Griswold
9. Life of George Elliot, (Great Writers) Oscar Browning
10. George Elliot and Her Times Elizabeth S. Halshane

# READING LIST FOR TEACHER'S USE

1. Blind, Mathilde, George Eliot  
Boston: Famous Women Series, Little, Brown and  
Company, 1904.
2. Burton, Richard, Masters of the English Novel  
New York: Henry Holt and Company, 1909.
3. Cooke, George W. George Eliot, Life, Writings,  
Philosophy
4. Cross, John W. Life of George Eliot  
New York: Doubleday, Page and Company, 1884.
5. Edgar, Pelham The Art of the Novel  
New York: The MacMillan Company, 1933.
6. Hitchcock, Alfred M. Study Plans for Novels  
New York: Henry Holt and Company, 1927.
7. James, Henry Jr. "Life of George Eliot"  
Atlantic Monthly, May, 1885.
8. Marble, Annie R. A Study of the Modern Novel  
(British and American)  
New York: D. Appleton and Company, 1928.
9. Olcott, Charles S. George Eliot, Scenes and People  
in Her Novels  
Cambridge: U.S.A., The University Press
10. Stephen Leslie, George Eliot  
New York: English Men of Letters Series, Harper  
and Brothers, 1908.



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1. Blind, Matilde, George Elliot  
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## CHAPTER V

## REPORT OF RESULTS OBTAINED IN TEACHING THESE UNITS

The unit Silas Marner as presented in this paper represents an effort to apply the principles of the unit method, and to compare the results with those obtained in using a modified "Dalton" procedure.

A modified form of the Dalton plan is the one used at the Worcester Girls' Trade School. The first two units of this paper are done on that plan and the unit on Silas Marner is organized according to Dr. Roy Billett's teachings of the "Unit Method."

The modified Dalton System has been adopted in the school in order to give students who vary considerably in age and mental ability a fair chance.

This in brief is the scheme:

1. All lessons for each month are worked out with directions and explanations. These are called the Contract Assignments. One of these contracts is given to each student.
2. A conference is held in each subject each week when further explanations are given, and questions answered. At all other times students get help as is needed, and each may work ahead as rapidly as she pleases.



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2. A conference is held in each subject each week when further explanations are given, and questions answered. At all other times students get help as is needed, and work ahead as rapidly as the classes.

3. As work is completed, it is scored off on the teacher's record and on the student's "Contract Graph." In this way each student keeps full record of her work and time.

## GRAPHS

### PURPOSE:

Individual progress chart  
Keeps you constantly informed on <sup>a</sup>cademic standing.

### CARE:

Graph represents YOU.  
Should be

1. Clean
2. Neatly written in ink.
3. Carefully handled to avoid bending or curling corners.

### USE:

Fill out IN INK as soon as you receive your graph.

1. Name
2. Class
3. Contract Number
4. Date begun

Be Prepared to present graphs when teachers request them.

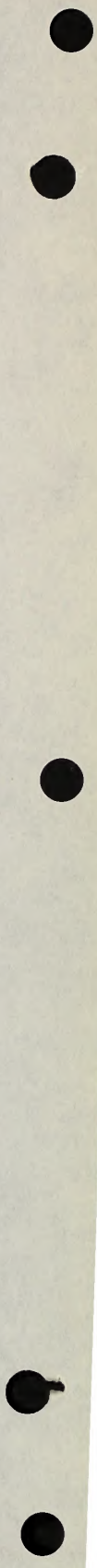
When five weeks' work in each subject has been completed and marked, fill in "Date Completed" and take graph to Miss Gilkey for her signature.

Signed graphs are a receipt of completed work and should be kept in your folder at all times.

**NEVER GIVE YOUR TEACHER A GRAPH THAT IS NOT IN ITS CASE AND PROPERLY FILLED OUT.**



The report is complete, it is noted that  
the following persons have been examined  
"George Smith" is the only one who  
has been found to have been in the





Students Contract Graph					
Name _____					
Class _____			Contract No. _____		
Date Begun _____			Remarks _____		
Date Completed _____			Absent _____		
Time _____	Weeks _____	Days _____	Tardy _____		
5th Week					
4th Week					
3rd Week					
2nd Week					
1st Week					
Subjects	Art	Arith.	Civics	English	Science
Tests					
David Hale Fanning Trade School for Girls Worcester, Massachusetts					
(Director)					

### Pupil's Graph

The Student's Contract Graph serves as a warning to pupil and is a personal contact between teacher, pupil and office.



## STUDENT TO STUDENT

The David G. Boring Trade School for Girls grades students on their own. Understanding, Millinery, or Power Sewing grade of 7th, 8th, or 9th grade work together. Each makes the academic work somewhat difficult, especially for the girl who can work faster. In order to give all a fair chance, the DALTON SYSTEM has been adopted.

This is how it is done:

1. All lessons for a month are carefully studied. Each explanation has been given. The student is given the CONTRACT ASSIGNMENTS. One of these contracts is given to each student.

2. A CONFERENCE is held in each subject twice a week. Each student is given a chance to ask questions. At all other times students are working on their own. Each student is given a chance to work ahead or behind as she wishes.

3. A student is given a chance to ask questions. At all other times students are working on their own. Each student is given a chance to work ahead or behind as she wishes.

4. A student is given a chance to ask questions. At all other times students are working on their own. Each student is given a chance to work ahead or behind as she wishes.

5. A student is given a chance to ask questions. At all other times students are working on their own. Each student is given a chance to work ahead or behind as she wishes.

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## Pupil's Graph

The Student's Contract Graph serves as a warning to

pupil and is a personal contact between teacher, pupil and

office.

4. Each student is responsible for her  
entire contract.

Student CAPRIOLI, CAROLYN 16  
High School of Commerce 2 years

Subject ENGLISH

ENTERED:

Sept. 4, 1946

	FIRST WEEK			SECOND WEEK			THIRD WEEK			FOURTH WEEK			FIFTH WEEK			SUMMARY
1	80	100		90		100	90		100	85		100		90	100	E -
2	95	E-	90	E-	90	85	90	E-	95	90	E-	90	95	E-	90	E - E -
3	90	E-	95	90	E-	90	90	E-	90	95	E-	100	100	E-	90	E -
4	100	E-	90	90	E-	90	90	E-	95	90	E-	100	100	E-	95	E -
5																
6																
7																
8																
1																
2																
3																
4																
5																
6																
7																
8																

### Teacher's Graph

On the above Teacher's Graph is the record of a student's work. As soon as the work is completed, it is scored off on the teacher's record and on the Student's Contract Graph.



Teacher's Graph

On the above Teacher's Graph is the record of a student's work. As soon as the work is completed, it is scored off on the teacher's record and on the Student's Contract Graph.

4. Each student is responsible for her entire contract.

a) She knows where she is slow and she can get extra help.

b) She knows that when she has completed her contract, she may do the things she needs or likes best.

The disadvantages that the writer found in teaching the first two units of this paper under the modified Dalton Plan as compared with Silas Marner with the Unit Method are as follows:

1. The students were not allowed the freedom to make their own choice. They were told what they could do. No opportunity for self-expression.
2. Not enough group activity was provided in the modified Dalton Plan. The individual is stressed more than the group.
3. There was a lack of sufficient problem situations.
4. Learning of subject matter rather than essential concepts, ideals, attitudes, and habits was stressed.





5. There is no regular time limit. Pupil is apt to waste time.

6. No optional related activities are provided for so that the student has no opportunity for creative work.

7. The student hasn't the opportunity to appreciate the other fellow's problems and to profit from his experiences.

8. Lack of class discussion was evident.

The day the writer introduced the unit she gave the class a historical background of the England of George Eliot as well as a geographical setting of the English Midlands using a literary map of England explaining the setting of "Silas Marner."

Guide sheets to cover the work of Silas Marner were mimeographed so that each pupil had a copy. The sheet contained a statement of the problem, assigned references and readings by pages, and questions for study.

Each pupil was provided with a folder to contain her completed work. Reference books mentioned under heading of "Pupils' Reading List" were on display in the classroom laboratory.

In the Dalton plan much time was used to explain



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The unit Silas Marner was begun on Monday, February 10, 1947 and completed on Wednesday, March 12, 1947. The unit lasted five weeks.

Twenty pupils were in the class when the unit was taught. They are about average in ability, but they know how to study and are anxious to get the most out of school. These students, in many cases, come from homes whose parents either never went to school in this country or never went beyond the eighth grade. As a result, they are very desirous of graduating from a higher institution of learning.

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In the Dalton plan much time was used to explain





the lesson. However, with this unit on Silas Marner little time was taken in making assignments. The pupil went ahead at her own rate, but always under the teacher's guidance giving her help whenever needed. Tests were scored by the teacher in pupil's presence and errors were discussed. -room library for source information not only to answer questions on Student Guide sheet but also for Optional Related Activities.

3. Interest was at a high pitch at all times. There were problems which appealed to every student in the class.

4. Habits, concepts and attitudes such as punctuality, respect for the other fellow's problems, an appreciation of the social and economic conditions of our days as compared with 18th century England were developed.

5. Pupils were allowed more freedom, subject to teacher's approval, in that they could choose what memory selections they wanted to without the teacher saying: "You must learn the following selections of Silas Marner." According to the Unit Method, they chose their own selections because they saw and realized the importance of certain particular lines.

6. The frequent tests gave the writer a closer check on the success of the work being done both by herself and by her students.





The advantages that the writer found in using the unit method were as follows:

1. The unit assignment provided for the individual difference of pupils.

2. It developed initiative in using the class-room library for source information not only to answer questions on Student Guide sheet but also for Optional Related Activities.

3. Interest was at a high pitch at all times. There were problems which appealed to every student in the class.

4. Habits, concepts and attitudes such as punctuality, respect for the other fellow's problems, an appreciation of the social and economic conditions of our days as compared with 18th century England were developed.

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7. No pupil could "fail" since there is provision for every type of student, even the slow ones.

8. Review was much simpler because of the frequent tests.

9. The students carried their interests and work outside of the class-laboratory even though no formal homework was assigned. For instance, those students who made replicas of the costumes of eighteenth century England "haunted" the art and dressmaking department for source material and application.

10. Those girls who were working in trade for their apprenticeship and then returned to school were able to start at their own level and speed.

When the teaching of Silas Marner according to the unit method was completed, the students eagerly asked if they couldn't have another unit like it since they enjoyed this "type of learning." They were asked by the instructor why they enjoyed the unit method and here's what they said:

1. The definite assignments or study guide sheets were very helpful.

2. They knew and understood from the start what the directions were and how much they could do.

3. They were "on their own." That is, they were placed on their own responsibility.



7. No pupil could "fail" since there is provision

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they enjoyed the unit method and here's what they said:

1. The definite assignments or study guide sheets

were very helpful.

2. They knew and understood from the start what the

directions were and how much they could do.

3. They were "on their own." That is, they were

placed on their own responsibility.

4. They worked at their own rate of speed.

5. The Optional Related Activities gave those of an artistic nature an opportunity to express that talent in the creation of models, paintings and costumes.

6. The discussion period at which time all exhibits, book-reviews, and other activities were displayed and talked about gave them a better background and understanding of the "other fellow's" interest or hobbies.

7. They felt that no one could "fail" in the unit since every type of pupil was provided for.

8. The unit developed initiative in that they were obliged to learn how to use the various reference books and other source materials pertaining to their own problems.





Final Test  
Silas Warner  
 Scoring Keys

## Section I:

1. a
2. f
3. c
4. s
5. e
6. —
7. a
8. —
9. s
10. b

## Section II:

11. e or f
12. h
13. a
14. —
15. —
16. b
17. —
18. —
19. s
20. —
21. r
22. d
23. —
24. i
25. e or f

## APPENDIX





## Final Test

Silas Marner

## Scoring Keys

## Section I:

1. d
2. f
3. c
4. a
5. e
6.
7. a
8.
9. g
10. b

## Section II:

11. e or f
12. h
13. c
14.
15.
16. b
17.
18.
19. a
20.
21. g
22. d
23.
24. i
25. e or f



Final Test  
Silas Warner  
 Scoring Keys

## Section I:

1. d
2. r
3. c
4. a
5. e
6. —
7. a
8. —
9. a
10. b

## Section II:

11. e or r
12. b
13. c
14. —
15. —
16. b
17. —
18. —
19. a
20. —
21. a
22. d
23. —
24. i
25. e or r

## Section III:

26. e27. h28. g29. c30.    31. f32.    33. a34.    35. d36.    37. b

## Section IV:

38. f39.    40.    41. a42.    43. e44.    45.    46. b47.    48. d49. g50. c



## Section IV:

38. f  
39.  
40.  
41. a  
42.  
43. e  
44.  
45.  
46. p  
47.  
48. d  
49. c  
50. c

## Section III:

36. e  
37. n  
38. e  
39. c  
40.  
41. f  
42.  
43. a  
44.  
45. d  
46.  
47. p

## Section V:

51.       
52.       
53.       
54.   e    
55.       
56.   a    
57.       
58.   g    
59.   c    
60.   d    
61.   h    
62.   b    
63.   f    
64.   h

84.       
85.   f  

## Section VI:

65.   g    
66.   h    
67.       
68.   f    
69.       
70.   a    
71.       
72.   c    
73.       
74.   b    
75.       
76.   e    
77.       
78.   d    
79.   i





## Section VII:

80. d81.     82.     83.     84.     85. b86. g87. a88. e89.     90. c91.     92.     93. h94.     95. f

## Section VIII:

96. d97.     98. g99. c100. i101.     102. a103.     104. e105.     106. b107. h108. f





SILAS WARNER

Section IX:

Final Test

Section X:

109. h Directions -- Read Carefully 119. e

In all 110. 2 of this test certain words or phrases have been left out. Show that you know what word or phrase has been left out. 120. or  
111. a each blank. 121. f

Do this by placing the letter in front of the blank in the parentheses in front of the word or phrase omitted. Do not use the letter in more than one pair of parentheses, nor more than one letter in any one pair of parentheses. 122.     
113. d 123. a

If one section seems difficult, don't spend too much time on it. 114. g 124. j  
115. b or c 125. b  
go back and complete any sections you may have skipped.

Study the example below -- then go ahead with the rest of the test. 116. f 126. i  
117. c or b 127. c

118. e

EXAMPLE

128. h

129. d

130. g

Column 1

1. ( ) 18th
2. ( a ) The Mill on the Floss Silas Warner is (a) \_\_\_\_\_
3. ( ) Treasure Island by (b) \_\_\_\_\_
4. ( b ) George Eliot The story takes place
5. ( d ) 19th in (c) \_\_\_\_\_
6. ( ) Samuel Clemens the (d) \_\_\_\_\_
7. ( ) 19th century.
8. ( ) England another famous story
9. ( ) Italy by the same author is (e) \_\_\_\_\_
10. ( ) Short story \_\_\_\_\_
11. ( ) Boston
12. ( a ) Novel



## Section X:

119. e  
120.  
121. f  
122.  
123. a  
124. j  
125. p  
126. f  
127. c  
128. h  
129. d  
130. k

## Section IX:

109. h  
110.  
111. a  
112.  
113. d  
114. k  
115. p or c  
116. f  
117. c or b  
118. e

SILAS MARNER

## Final Test

Directions -- Read Carefully

In column 2 of this test certain words or phrases have been left out. Show that you know what word or phrase has been left out of each blank.

Do this by placing the letter in front of the blank in the parentheses in front of the word or phrase omitted. Do not use the same letter in more than one pair of parentheses, nor more than one letter in any one pair of parentheses.

If one section seems difficult, don't spend too much time on it. Go on to the next section. When you have finished, go back and complete any sections you may have skipped.

Study the example below -- then go ahead with the rest of the test.

EXAMPLE

<u>Column 1</u>	<u>Column 2</u>
1. ( ) 18th	
2. ( e ) The Mill on the Floss	Silas Marner is (a) _____
3. ( ) Treasure Island	by (b) _____
4. ( b ) George Eliot	The story takes place
5. ( d ) 19th	in (c) _____
6. ( ) Samuel Clemens	the (d) _____
7. ( ) 17th	century.
8. ( ) England	Another famous story
9. ( ) Italy	by the same author is (e) _____
10. ( ) Short story	_____.
11. ( ) Boston	
12. ( a ) Novel	





## Section I

Column IColumn II

- |                     |                                |
|---------------------|--------------------------------|
| 1. ( ) Sarah        | Silas Marner first lived at    |
| 2. ( ) robbery      | (a) _____, as a                |
| 3. ( ) William Dane | (b) _____.                     |
| 4. ( ) Raveloe      | He numbered among his friends  |
| 5. ( ) fits         | there, a man named (c) _____,  |
| 6. ( ) Molly        | and was betrothed to a servant |
| 7. ( ) Lantern Yard | girl named (d) _____.          |
| 8. ( ) miser        | While attending the sick       |
| 9. ( ) pocket-knife | deacon, Silas was seized with  |
| 10. ( ) weaver      | (e) _____, and unjustly        |
| 21. ( ) blackmailed | accused of (f) _____.          |
| 22. ( ) Squire Cass | As evidence, his (g) _____     |
| 23. ( ) helped      | was displayed.                 |
| 24. ( ) Molly       | the older                      |
| 25. ( ) Dunstan     | one because he knew of his     |
|                     | (h) _____ to                   |
|                     | (i) _____.                     |





## Section II

Column 1Column 2

- |                         |                               |
|-------------------------|-------------------------------|
| 11. ( ) Godfrey         | After his trial, Silas left   |
| 12. ( ) secret marriage | for (a) _____,                |
| 13. ( ) gold            | where his income from his     |
| 14. ( ) London          | weaving was (b) _____.        |
| 15. ( ) drugs           | He developed a craving for    |
| 16. ( ) large           | (c) _____.                    |
| 17. ( ) Farren          | Here, Silas learned that      |
| 18. ( ) measly          | the most respected family was |
| 19. ( ) Raveloe         | that of (d) _____             |
| 20. ( ) Wild fire       | whose two sons were (e)       |
| 21. ( ) blackmailed     | _____ and (f) _____           |
| 22. ( ) Squire Cass     | _____. The younger            |
| 23. ( ) helped          | one (g) _____ the older       |
| 24. ( ) Molly           | one because he knew of his    |
| 25. ( ) Dunstan         | (h) _____ to                  |
|                         | (i) _____.                    |





## Section III

Column 1Column 2

- |                      |                                |
|----------------------|--------------------------------|
| 26. ( ) Rainbow Inn  | Godfrey in order to supply the |
| 27. ( ) fruitless    | missing money decides to sell  |
| 28. ( ) search       | (a) _____ but Dunstan          |
| 29. ( ) borrow money | accidentally (b) _____ him.    |
| 30. ( ) earn         | Dunstan's plans to (c)         |
| 31. ( ) aid          | _____ from Silas but           |
| 32. ( ) Red House    | (d) _____ it instead.          |
| 33. ( ) Wild fire    | Silas's grief is great upon    |
| 34. ( ) the estate   | his new discovery. He runs to  |
| 35. ( ) steals       | the (e) _____ seeking          |
| 36. ( ) squire       | (f) _____.                     |
| 37. ( ) kills        | His (g) _____                  |
|                      | that night and for many days   |
|                      | after is (h) _____.            |





## Section IV

Column 1Column 2

- |                          |                                 |
|--------------------------|---------------------------------|
| 38. (___) Nancy Lammeter | (a) _____ does                  |
| 39. (___) death          | not return to (b) _____.        |
| 40. (___) Sarah          | So, Godfrey is forced to (c)    |
| 41. (___) Dunstan        | _____ the loss                  |
| 42. (___) Godfrey        | of the money to his father, but |
| 43. (___) marriage       | does not (d) _____              |
| 44. (___) Dolly          | his (e) _____.                  |
| 45. (___) Squire Cass    | Squire Cass commands him to     |
| 46. (___) Red House      | urge his suit upon (f)          |
| 47. (___) Lantern Yard   | _____ so as                     |
| 48. (___) reveal         | to bring about a hasty (g)      |
| 49. (___) engagement     | _____.                          |
| 50. (___) confide        |                                 |





## Section V

Column 1Column 2

- |                        |                           |
|------------------------|---------------------------|
| 51. ( ) parsonage      | Silas's despair is great  |
| 52. ( ) Squire's       | but finds (a) _____       |
| 53. ( ) Nancy          | _____ in his friend (b)   |
| 54. ( ) wife           | _____ and her son         |
| 55. ( ) fiancée        | (c) _____.                |
| 56. ( ) consolation    | On New Year's Eve (d)     |
| 57. ( ) William        | _____, Godfrey's          |
| 58. ( ) Eppie          | (e) _____ goes to         |
| 59. ( ) Aaron          | the (f) _____ to tell     |
| 60. ( ) Molly          | her story. She is lost in |
| 61. ( ) Silas's        | the storm with (g) _____  |
| 62. ( ) Dolly Winthrop | near (h) _____            |
| 63. ( ) Red House      | cottage.                  |
| 64. ( ) bitterness     |                           |





## Section VI

Column 1Column 2

- |                       |                                    |
|-----------------------|------------------------------------|
| 65. ( ) daughter      | The child finds her way            |
| 66. ( ) sister        | to Silas's hearth, and when he     |
| 67. ( ) features      | notices her (a) _____              |
| 68. ( ) wife          | he is reminded of his (b) _____    |
| 69. ( ) abandon       | _____.                             |
| 70. ( ) golden hair   | Upon (c) _____,                    |
| 71. ( ) mother        | he discovers the child's mother    |
| 72. ( ) investigation | to be (d) _____.                   |
| 73. ( ) Squire        | Immediately he hastens to Red      |
| 74. ( ) money         | House with the child but (e) _____ |
| 75. ( ) Nancy         | _____neither                       |
| 76. ( ) Godfrey       | claims his (f) _____               |
| 77. ( ) aunt          | nor (g) _____.                     |
| 78. ( ) dead          | Since the child reminds            |
| 79. ( ) adopts        | Silas of his (h) _____             |
| 80. ( ) unhappy       | he (i) _____her.                   |





## Section VII

Column 1Column 2

- |                         |                             |
|-------------------------|-----------------------------|
| 80. ( ) never returned  | (a) _____ years have        |
| 81. ( ) consents        | passed since Silas found    |
| 82. ( ) fruitful        | Eppie. (b) _____            |
| 83. ( ) are an expense  | has grown into a handsome   |
| 84. ( ) 20              | youth and is Eppie's        |
| 85. ( ) Aaron           | (c) _____.                  |
| 86. ( ) refuses         | At the Red House Dunstan    |
| 87. ( ) 16              | has (d) _____               |
| 88. ( ) childless       | Godfrey's marriage to Nancy |
| 89. ( ) William         | is (e) _____ which          |
| 90. ( ) admirer         | makes him (f) _____.        |
| 91. ( ) tell his secret | He urges adoption of Eppie, |
| 92. ( ) husband         | but Nancy (g) _____         |
| 93. ( ) "turn out bad"  | because she claims adopted  |
| 94. ( ) returned        | children (h) _____.         |
| 95. ( ) unhappy         |                             |





## Section VIII

Column 1Column 2

96. (\_\_\_) riding-whip
97. (\_\_\_) Squire position
98. (\_\_\_) child
99. (\_\_\_) money bags
100. (\_\_\_) adopt
101. (\_\_\_) disown
102. (\_\_\_) Stonepits
103. (\_\_\_) consoles
104. (\_\_\_) Nancy
105. (\_\_\_) Dolly
106. (\_\_\_) Dunstan's
107. (\_\_\_) rebukes
108. (\_\_\_) first wife

With the draining of a  
certain section of land, the

(a) \_\_\_\_\_

to dry. (b) \_\_\_\_\_

skeleton is discovered. By

his side the (c) \_\_\_\_\_

and Godfrey's (d) \_\_\_\_\_

are found. (e) \_\_\_\_\_

Godfrey breaks the news

to (e) \_\_\_\_\_

and tells her about his (f)

\_\_\_\_\_ and (g)

\_\_\_\_\_.

Nancy (h) \_\_\_\_\_

Godfrey and decides to (i)

\_\_\_\_\_ Eppie.

the best of (h) \_\_\_\_\_

go by.



## Section VIII

## Column 1

96. ( ) riding-whip  
 97. ( ) Squire  
 98. ( ) child  
 99. ( ) money bags  
 100. ( ) adopt  
 101. ( ) disown  
 102. ( ) Stomach  
 103. ( ) consoles  
 104. ( ) Nancy  
 105. ( ) Billy  
 106. ( ) Danstan's  
 107. ( ) rebukes  
 108. ( ) first wife

## Column 2

With the draining of a  
 certain section of land, the  
 (a) \_\_\_\_\_  
 to cry. (b) \_\_\_\_\_  
 skeleton is discovered. By  
 his side the (c) \_\_\_\_\_  
 and Godfrey's (d) \_\_\_\_\_  
 are found.  
 Godfrey breaks the news  
 to (e) \_\_\_\_\_  
 and tells her about his (f) \_\_\_\_\_  
 and (g) \_\_\_\_\_  
 \_\_\_\_\_  
 Nancy (h) \_\_\_\_\_  
 Godfrey and decides to (i) \_\_\_\_\_  
 \_\_\_\_\_ people.

## Section IX

Column 1Column 2

109. ( ) life  
 110. ( ) social position  
 111. ( ) consent  
 112. ( ) Dolly  
 113. ( ) intrusion  
 114. ( ) as a child  
 115. ( ) love  
 116. ( ) Silas  
 117. ( ) kindness  
 118. ( ) Aaron

Together, they go to  
 Silas's cottage, but fail  
 to secure Eppie's (a)  
 \_\_\_\_\_. Since  
 her foster parent has always  
 given her (b) \_\_\_\_\_  
 and (c) \_\_\_\_\_, she  
 resents the (d) \_\_\_\_\_  
 of her father.

She announces her in-  
 tentions to marry (e)

\_\_\_\_\_ and remain  
 with (f) \_\_\_\_\_.

Godfrey realizes that  
 in not claiming Eppie  
 (g) \_\_\_\_\_ he let  
 the best of (h) \_\_\_\_\_  
 go by.



Section IX

Column 1

Column 2

102. ( ) life

Together, they go to

110. ( ) social position

Eliza's cottage, but fell

111. ( ) consent

to secure Eliza's (a)

112. ( ) Dolly

Since \_\_\_\_\_

113. ( ) intrusion

her foster parent has always

114. ( ) as a child

given her (b) \_\_\_\_\_

115. ( ) love

and (c) \_\_\_\_\_ she

116. ( ) Eliza

resents the (d) \_\_\_\_\_

117. ( ) kindness

of her father.

118. ( ) Aaron

She announces her in-

tentions to marry (e)

\_\_\_\_\_ and remain

with (f) \_\_\_\_\_

Godfrey realizes that

in not claiming Eliza

(g) \_\_\_\_\_ he let

the best of (h) \_\_\_\_\_

go by.

## Section X

30. This test will be retained by the teacher

Column 1Column 2

119. ( ) unsolved      Now, Silas freed from all  
 120. ( ) heartbroken      fear of loosing Eppie tells her  
 121. ( ) happy      the (a) \_\_\_\_\_ of his  
 122. ( ) a disgrace      (b) \_\_\_\_\_.  
 123. ( ) tragedy      He decides to return to  
 124. ( ) Providence      (c) \_\_\_\_\_ to see if his  
 125. ( ) youth      (d) \_\_\_\_\_  
 126. ( ) trust      has been discovered, but the  
 127. ( ) Lantern Yard      episode must remain (e)  
 128. ( ) despair      \_\_\_\_\_ since time  
 129. ( ) innocence      has changed Silas and the town.  
 130. ( ) love      Nevertheless, Silas comes  
    back to Raveloe (f) \_\_\_\_\_  
    for the (g) \_\_\_\_\_  
    of Eppie has driven (h) \_\_\_\_\_  
    from his heart. He is content  
    to (i) \_\_\_\_\_ in the  
    ways of (j) \_\_\_\_\_ till  
    he dies.



## Section X

## Column 2

Now, Silas freed from all  
 fear of losing Epie tells her  
 the (a) \_\_\_\_\_ of his  
 \_\_\_\_\_ (b) \_\_\_\_\_  
 He decides to return to  
 \_\_\_\_\_ (c) \_\_\_\_\_ to see if his  
 \_\_\_\_\_ (d) \_\_\_\_\_  
 has been discovered, but the  
 episode must remain (e) \_\_\_\_\_  
 \_\_\_\_\_ since time  
 has changed Silas and the town.  
 Nevertheless, Silas comes  
 back to Ravels (f) \_\_\_\_\_  
 for the (g) \_\_\_\_\_  
 of Epie has driven (h) \_\_\_\_\_  
 from his heart. He is content  
 to (i) \_\_\_\_\_ in the  
 ways of (j) \_\_\_\_\_ till  
 he dies.

## Column 1

119. ( ) unaltered  
 120. ( ) heartbroken  
 121. ( ) happy  
 122. ( ) a distance  
 123. ( ) tragedy  
 124. ( ) Providence  
 125. ( ) youth  
 126. ( ) trust  
 127. ( ) Eastern Yards  
 128. ( ) despair  
 129. ( ) innocence  
 130. ( ) love

39. This test will be retained by the teacher (after the pupils have been permitted to see and discuss it) for the general purpose of aiding the teacher in doing a better job of teaching the next time she uses the unit.





The Commonwealth of Massachusetts

Division of Civil Service and Registration

BOARD OF REGISTRATION OF HAIRDRESSERS

---

LAWS PERTAINING TO HAIRDRESSING

General Laws, Tercentenary Edition

---

Rules and Regulations concerning the Practice of Hairdressing and Manicuring as authorized by Statute 1935, Chapter 423, Amended by Statute 1936, Chapter 55, Amended by Statute 1937, Chapter 385, Amended by Statute 1941, Chapter 626, most recently amended by Statute 1943, Chapter 565, and adopted by the Board of Registration of Hairdressers on September 9, 1943.



The Commonwealth of Massachusetts

Division of Civil Service and Registration

BOARD OF REGISTRATION OF MAIL CARRIERS

LAWS PERTAINING TO MAIL CARRIERS

General Laws, Forty-seventh Edition

Rules and Regulations concerning the Practice of Mail Carriers  
and Postmen as authorized by Statute 1905, Chapter 483,  
Amended by Statute 1906, Chapter 56, Amended by Statute 1907,  
Chapter 385, Amended by Statute 1911, Chapter 483, and  
recently amended by Statute 1941, Chapter 565, and adopted  
by the Board of Registration of Mail Carriers on September 2, 1942.

SECTION 43, as amended by acts of 1946. The Board shall hold regular meetings at its offices on the second Tuesday of February, June and October, and may hold additional meetings at such times and places as it shall determine. At its meeting next following the appointment of a new member under section nineteen, the board shall choose from its own number a chairman and a secretary, who shall be members of the board.

SECTION 87W has further been amended by acts of 1946 to read:- Any person who is registered as a hairdresser, operator or instructor may, upon payment of said fee, be registered also as a demonstrator, and may thereafter practice as such.

SECTION 87GC. This has further been amended by the acts of 1946 to read:-Notwithstanding the foregoing provisions, a person who has at any time been registered both as a hairdresser and as an instructor may, if he has annually renewed either such registration, renew the other.

THE ABOVE HAVE BEEN AMENDED AS OF JUNE 1946.



SECTION 43, as amended by acts of 1946. The board shall hold regular meetings at its office on the second Tuesday of February, June and October, and may hold additional meetings at such times and places as it shall determine. At its meeting held following the expiration of a term under section nineteen, the board shall elect from its own number a chairman and a secretary, who shall be members of the board.

SECTION 44 has further been amended by acts of 1946 to read: Any person who is registered as a radio operator or instructor may, upon payment of said fee, be registered also as a transmitter, and may thereafter practice as such.

SECTION 45. This has further been amended by the acts of 1946 to read: Notwithstanding the foregoing provisions, a person who has at any time been registered both as a transmitter and as an instructor, if he has annually renewed either such registration, hence the

THE ABOVE HAVE BEEN AMENDED AS OF JUNE 1946.

## (CHAPTER 423)

AN ACT ESTABLISHING A BOARD OF  
REGISTRATION OF HAIRDRESSERS AND  
REGULATING THE OCCUPATION OF  
HAIRDRESSING.

Be it enacted, etc., as follows:

SECTION 1. Chapter thirteen of the General Laws is hereby amended by inserting after section forty-one, as appearing in the Tercentenary Edition, the following three new sections, under the following heading:--

BOARD OF REGISTRATION OF HAIRDRESSERS.

SECTION 42. There shall be a board of registration of hairdressers, to be appointed by the governor, with the advice and consent of the council, consisting of three members, citizens of the commonwealth, each of whom at the time of his appointment shall be a practical hairdresser operating in this commonwealth and shall have had at least three years practical experience as such hairdresser. At least two members of the board shall be independent hairdressers operating their own establishments, but such members shall not, while in office, actually do the work of hairdressing for compensation. No two members of the board, while in office, shall be in any way interested in any hairdressing establishments in the same town, nor shall any member, while in office, be a teacher at, or have any financial interest in, any school giving courses of instruction in hairdressing or manicuring. As the term of office of a member expires, his successor shall be appointed by the governor, with like advice and consent, to serve for three years. The governor may also, with like advice and consent, fill any vacancy in the board for the unexpired term. After the expiration of one year following the original appointment of members of the board, no person shall be appointed to the board who is not a registered hairdresser. Definitions contained in section eighty-seven T of chapter one hundred and twelve shall, so far as appropriate, apply to this and the two following sections.

SECTION 43. The board shall hold regular meetings at the state house on the second Tuesday of January, May and October in each year, and such additional meetings at such times and places as it may determine. At the regular meeting in January, it shall annually organize by the choice of a chairman and a secretary who shall be members of the



# AN ACT ESTABLISHING A BOARD OF REGISTRATION OF HAIRDRESSERS AND REGULATING THE OCCUPATION OF HAIRDRESSING.

Be it enacted, etc., as follows:

SECTION 1. Chapter thirteen of the General Laws is hereby amended by inserting after section forty-one, as appearing in the Forty-seventh Edition, the following three new sections, under the following headings:--

## BOARD OF REGISTRATION ON HAIRDRESSING.

SECTION 42. There shall be a board of registration of hairdressers, to be appointed by the governor, with the advice and consent of the council, consisting of three members, citizens of the commonwealth, each of whom at the time of his appointment shall be a practical hairdresser operating in this commonwealth and shall have had at least three years practical experience as such hairdresser. At least two members of the board shall be independent hairdressers operating their own establishments, but such members shall not, while in office, actually do the work of hairdressing for compensation. No two members of the board, while in office, shall be in any way interested in any hairdressing establishment in the said town, nor shall any member, while in office, be a teacher of, or have any financial interest in, any school giving courses of instruction in hairdressing or manicuring. As the term of office of a member expires, his successor shall be appointed by the governor, with like advice and consent to serve for three years. The governor may also, with like advice and consent, fill any vacancy in the board for the unexpired term. After the expiration of one year following the original appointment of members of the board, no person shall be appointed to the board who is not a registered hairdresser. Definitions contained in section eighty-seven of chapter one hundred and twelve shall, so far as appropriate, apply to this and the two following sections.

SECTION 43. The board shall hold regular meetings at the state house on the second Tuesday of January, May and October in each year, and such additional meetings at such times and places as it may determine. At the regular meeting in January, it shall annually organize by the election of a chairman and a secretary who shall be members of the



board. Before entering upon the discharge of the duties of his office, the secretary shall give to the state treasurer a bond, in such amount and with such sureties as shall be approved by the governor and council, upon the recommendation of the board, conditioned upon the faithful discharge of his duties. Such bond, with the approval of the governor and council and with the oath of office endorsed thereon, shall be filed in the office of the state secretary. The board shall have a common seal, and the members thereof may administer oaths. The board may appoint such agents and employees as the work of the board may require; provided, that inspectors or investigators appointed by the board shall be registered hairdressers.

SECTION 44. The members of the board shall devote their full time to the duties of their offices and they shall receive from the commonwealth the following salaries:-- the secretary, twenty-five hundred dollars and his necessary expenses incurred in the discharge of his official duties, and each of the other two members, two thousand dollars and his necessary expenses so incurred; provided that the salaries and expenses of the members of the board, and the expenses of the board, shall not be in excess of the receipts for registration and from other sources received by the state treasurer from the board.

SECTION 2. Chapter one hundred and twelve of the General Laws is hereby amended by inserting after section eighty-seven S, as appearing in the Tercentenary Edition, the following seventeen new sections, under the following heading:--

(Chapter 565) SECTION 1. Chapter one hundred and twelve of the General Laws is hereby amended by striking out section eighty-seven T, as amended by sections one and two of chapter six hundred and twenty-six of the acts of nineteen hundred and forty-one, and inserting in place thereof the following sections:--

SECTION 87T. The following words, as used in sections eighty-seven T to eighty-seven JJ, inclusive, shall have the following meanings:--

"Board", the board of registration of hairdressers established by section forty-two of chapter thirteen.

"Demonstrator", any person who engages in behalf of a manufacturer, wholesaler, retailer or distributor in demonstrating the use of any machine or other article pertaining to hairdressing without charge to the person who is subject to such demonstration.

"Hairdresser", any person who engages in hairdressing







for compensation, except the following persons:--

1. A barber engaged in his usual occupation, or only in cutting the hair of any female, in any location not subject to said sections eighty-seven T to eighty-seven JJ, inclusive.

2. A person who engages in behalf of a manufacturer or distributor solely in demonstrating the use of any machine or other articles for purposes of sale, without charge to the person who is the subject of such demonstration.

"Hairdressing", arranging, dressing, curling, waving, cleansing, cutting, singeing, bleaching, coloring or similarly treating the hair of any female, or performing work as a cosmetologist as defined in section eighty-seven F, or any combination of any of the foregoing, but not including the removal of superfluous hair or skin blemishes by direct application of an electric current or any treatment of the bust.

"Instructor", a person who teaches all branches of hairdressing and manicuring in a registered school.

"Operator", a person engaged in hairdressing or in any of its branches under the supervision of a registered hairdresser.

"Manicurist", any person who engages in manicuring for compensation.

"Manicuring", the cutting, trimming, polishing, tinting, coloring or cleansing the nails of any person.

"Manicuring shop", a shop licensed to do manicuring only on the nails of any person.

"School", except in section eighty-seven Z, a school or other institution privately owned, conducted for the purpose of teaching hairdressing or such of its branches as the board may require.

"Shop", a beauty shop to which customers come for hairdressing and cosmetology.

"Student", a person studying hairdressing or manicuring in a school.

(Chapter 626) SECTION 37U. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven U, as amended by section two of chapter three hundred and eighty-five of the acts of nineteen hundred and thirty-seven, and inserting in place thereof the following section:--







-4-

SECTION 87U. All students enrolled in registered schools, shall within fifteen days after entering upon their courses of study, be registered with the board by such schools. Students at registered schools may, within such fifteen day period, register with the board. No fee shall be required for such registration. No student shall practice hairdressing or manicuring upon any paying customer. A school shall not pay a student for any services rendered by him.

(Chapter 565) SECTION 2. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven V, as most recently amended by section four of chapter six hundred and twenty-six of the acts of nineteen hundred and forty-one, and inserting in place thereof the following section:--

SECTION 87V. Any registered student who has completed a course of at least six months, including at least one thousand hours of professional training, in a school approved by the board, if such registrant after application accompanied by an examination fee as provided in section eighty-seven CC for a first examination, together with two photographs of the applicant, or a fee as provided in said section eighty-seven CC for a second or subsequent examination, passes an examination satisfactory to the board, may be registered by the board as an operator, and as such may practice hairdressing for compensation under the supervision of a registered hairdresser during the period of such original registration, and thereafter, upon payment annually of a renewal fee as provided in said section eighty-seven CC. Any person making application for examination hereunder may be allowed to practice as an operator until the next examination by the board, and the board may grant, without charge, a permit authorizing him to practice as such operator until such next examination, and the board may extend such permit until a subsequent examination by the board.

SECTION 3. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven W, as most recently amended by section five of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87W. Any operator who has had not less than six months' practical experience as such, and who, after application accompanied by an examination fee as provided in section eighty-seven CC for a first examination, together with two photographs of the applicant, or a fee as provided in said section eighty-seven CC for a second or subsequent examination, passes a practical examination satisfactory to the board, may be registered by the board as a hairdresser, and thereafter may practice hairdressing in a registered shop for compensation and may supervise operators,







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without additional payment for the period during which such person was originally registered as an operator, and thereafter upon payment annually of a hairdresser's renewal fee as provided in said section eighty-seven CC. Any demonstrator who has had at least three months' practical experience as such, and who after application, accompanied by a notarized affidavit from each manufacturer or distributor for whom she is or was employed during such period and the fee as provided in said section eighty-seven CC, together with two pictures of the applicant, may be registered by the board as a demonstrator, and thereafter may practice as a demonstrator.

SECTION 4. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven X, as amended by section six of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87X. Any registered student who has completed a course of at least one month, including at least one hundred hours of professional training in manicuring, in a school approved by the board, if such registrant after application accompanied by an examination fee as provided in section eighty-seven CC for a first examination, together with two photographs of the applicant, or a fee as provided in said section eighty-seven CC for a second or subsequent examination, passes an examination satisfactory to the board, may be registered by the board as a manicurist and may practice manicuring for compensation during the period of such original registration, and thereafter upon payment annually of a renewal fee as provided in said section eighty-seven CC.

SECTION 5. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven Z, as amended by section five of chapter three hundred and eighty-five of the acts of nineteen hundred and thirty-seven, and inserting in place thereof the following section:--

SECTION 87Z. The board may register, without examination, any hairdresser, operator or manicurist who has been registered as such under the laws of another state which, in the opinion of the board, maintains a standard substantially equivalent to that of this commonwealth, and in which hairdressers, operators and manicurists registered in this commonwealth are given like recognition, upon payment of the fee prescribed in section eighty-seven CC. Any person who has completed in another state, or in a school in this commonwealth supported by public funds, a course of professional training, substantially equivalent to that required by section eighty-seven V, and who, after application accompanied by an examination fee as prescribed in section eighty-seven CC for a first examination, or a







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fee as prescribed in said section eighty-seven CC for a second or subsequent examination, passes an examination satisfactory to the board, may be registered by the board as an operator.

SECTION 6. Said chapter one hundred and twelve is hereby further amended by striking out section eight-seven AA, as amended by section seven of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87AA. The board may authorize one or more registered hairdressers or manicurists, or any person employing one or more registered hairdressers or manicurists, upon payment to the board of a beauty shop or manicure shop registration fee as provided in section eight-seven CC, to operate a registered beauty shop or manicure shop, and such person or persons may thereafter operate such beauty shop or manicure shop upon payment annually of a beauty shop or manicure shop registration renewal fee as provided in said section eighty-seven CC; provided, that, in the case of a beauty shop or manicure shop conducted solely by a hairdresser or manicurist owning the same, the beauty shop or manicure shop registration fee and beauty shop or manicure shop renewal fee shall each be as provided in said section eight-seven CC. The owner of such beauty shop or manicure shop shall not employ for hire or allow any hairdresser, operator, demonstrator, or manicurist to work in such beauty shop or manicure shop unless registered in accordance with sections eighty-seven T to eighty-seven JJ, inclusive.

SECTION 7. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven BB, as amended by section six of said chapter three hundred and eighty-five, and inserting in place thereof the following section:--

SECTION 87BB. The board may register any school which it approves, upon payment of a school registration fee as provided in section eighty-seven CC, and such school may annually be registered upon payment of a renewal fee as provided in said section eighty-seven CC; provided, that standards of professional training satisfactory to the board are there maintained and a sufficient course is there given. Any registered hairdresser who has had not less than three years practical experience as such, and who, after application accompanied by an examination fee as provided in said section eighty seven-CC for a first examination, or a fee as provided in said section eighty-seven CC for a second or subsequent examination, passes an examination satisfactory to the board, may be registered by the board as an instructor, and thereafter may instruct in hairdressing in any registered school during the period of original registration, and







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thereafter, upon payment annually of a renewal fee as provided in said section eighty-seven CC. No person not so registered may instruct in hairdressing in any registered school except as authorized by the board. The board may make such reasonable rules and regulations as are necessary for the proper conduct of schools, qualifications of instructors, courses of study, and hours of study, and as to standards of professional training.

SECTION 8. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven CC, as amended by section eight of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87 CC. The board shall make such uniform and reasonable rules and regulations as are necessary for the proper conduct of its business, the establishment of proper standards of professional skill in relation to, and the proper supervision of, hairdressers, demonstrators, manicurists, operators, beauty shops, manicure shops, schools, students and instructors, and especially may prescribe such sanitary rules, subject to the approval of the department of public health, as it may deem necessary to prevent the spreading of infectious or contagious diseases, or both, but nothing herein shall authorize the board to limit the number of hairdressers, demonstrators, manicurists, beauty shops, manicure shops, schools, operators, students or instructors in the commonwealth or in any given locality, or to regulate or fix compensation or prices, or to refuse to register a shop solely for the reason that such shop is to be conducted by a person in his own home on a full or part time basis, or to interfere in any way with the conduct of the business of hairdressing or manicuring, except so far as is necessary for the protection of the public health, safety or morals. Before engaging in actual employment in the practice of hairdressing, manicuring, or demonstrating, and at least once every twelve months thereafter, every registered hairdresser, operator, instructor, manicurist, or demonstrator shall secure from a physician a certificate stating that such person is not afflicted with tuberculosis, venereal disease in a communicable form, or with any other communicable disease. Said certificate shall be on a form furnished by the board and shall be kept conspicuously posted with the license certificate. The following fees shall be paid to the board by applicants before a certificate of registration shall be issued to them:--







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APPLICANT	ORIGINAL	RENEWAL
School.....	\$50 00	\$25 00
Beauty Shop (employing help)	10 00	5 00
Manicure Shop (employing help)	10 00	5 00
Beauty Shop (working alone)	2 00	2 00
Manicure Shop (working alone)	2 00	2 00
Hairdressers.....	10 00	2 00
Hairdressers, re-examination	5 00	2 00
Hairdressers (nonresident)...	20 00	2 00
Operators.....	5 00	2 00
Operators, re-examination	3 00	2 00
Operators, (nonresident).....	15 00	2 00
Manicurist.....	3 00	2 00
Manicurist, re-examination..	2 00	2 00
Manicurist, (nonresident)	5 00	2 00
Instructors.....	15 00	2 00
Instructors, re-examination..	10 00	2 00
Demonstrators.....	5 00	2 00
Duplicate certificate of registration ...	\$1 00	-

A booth in a beauty shop or manicure shop, which is operated independently thereof, shall be subject to regulations and registration fees the same as in an independent shop.

SECTION 9. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven DD, as appearing in section two of chapter four hundred and twenty-eight of the acts of nineteen hundred and thirty-five, and inserting in place thereof the following section:--



RENEWAL	ORIGINAL	APPLICANT
25 00	40 00	School.....
5 00	10 00	Beauty Shop (employing help)
5 00	10 00	Hardware Shop (employing help)
5 00	5 00	Beauty Shop (working alone)
5 00	5 00	Hardware Shop (working alone)
5 00	10 00	Hardware.....
5 00	5 00	Hardware, repair.....
5 00	20 00	Hardware (new shop)
5 00	5 00	Operator.....
5 00	5 00	Operator, new shop
5 00	15 00	Operator, repair.....
5 00	5 00	Hardware.....
5 00	5 00	Hardware, repair.....
5 00	5 00	Hardware, (new shop)
5 00	15 00	Hardware.....
5 00	15 00	Hardware, repair.....
5 00	5 00	Hardware.....
		Hardware of different
		of different.....

A booth in a beauty shop or hardware shop, which is operated independently thereof, shall be subject to regulations and inspection from the same as in an independent shop.

SECTION 2. Each shop or booth shall have a sign as here-  
by further regulated by article 1 and section eight of the  
act relating to a shop or booth, four hundred and twenty-  
eight of the laws of the State of New York, and  
inserted in the same the following section:-



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SECTION 87DD. Any member or agent of the board may enter and inspect any beauty shop, manicure shop, or school in a proper manner at any time during business hours thereof. Whenever a complaint is made to the board that any person has suffered personal injury as a result of the practice of the occupation of hairdressing, or that any female person has been exposed to moral hazard, or that any contagious or infectious disease has been imparted, at any beauty shop, manicure shop, or school, or that any beauty shop, manicure shop, or school is kept in an unsanitary condition, or that any person has been engaged in hairdressing or manicuring for compensation in violation of any provision of sections eighty-seven T to eighty-seven JJ, inclusive, a member or agent of the board shall visit and inspect such beauty shop, manicure shop, school or place whereat such violation is alleged to have occurred, and enforce the provisions of said sections eighty-seven T to eighty-seven JJ, inclusive. The board and its members and agents may investigate the standard of professional training at any school, and the sufficiency of the course or courses there given.

(Chapter 428) SECTION 87EE. The board, under such reasonable rules and regulations as it may make, may for cause, including unprofessional conduct, fraud, deceit or misrepresentation in practice or in advertising, habitual drunkenness, gross incompetence, or for violation of any of the provisions of sections eighty-seven T to eighty-seven JJ, inclusive, or any rule or regulation made thereunder, suspend or cancel any registration granted under said sections eighty-seven T to eighty-seven JJ, inclusive; provided, that before any registration shall be so suspended or cancelled the registrant shall have had notice in writing of the charge or charges against him or it, and, at a day specified in said notice, which shall be at least five days after the service of notice thereof, shall have been given a public hearing and an opportunity to present testimony in his or its behalf, and to confront the witnesses against him or it. The mailing of a registered letter, postage prepaid, containing a notice of such hearing, and addressed to the registrant at his or its address in this commonwealth as it appears in his or its registration, shall be a sufficient service of such notice, and said five days shall begin to run from the day of such mailing.

The board may compel the attendance of witnesses and the production of documents at any such hearing.

SECTION 87FF. The board may, after a public hearing, and after investigation, again register a person or school whose registration has been cancelled, or revoke the suspension of a registration under section eighty-seven EE, if satisfied that this can be done consistently with the public interest.







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(Chapter 565) SECTION 10. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven GG, as most recently amended by section nine of said chapter six hundred and twenty-six, and insert in place thereof the following section:--

SECTION 87GG. Each registration granted under sections eighty-seven T to eighty-seven JJ, inclusive, shall expire on December thirty-first next succeeding its date, and shall be renewed upon the filing of an application therefor, and the payment of the prescribed renewal fee, on or before its expiration. No person registered under said sections as a hairdresser, manicurist, instructor, demonstrator or operator shall engage in the occupation covered by such registration until the prescribed renewal fee shall have been paid. No hairdresser, manicurist, instructor, demonstrator or operator whose registration has not been so renewed within three years following the date of expiration thereof shall be entitled to renewal of such registration but shall register anew under said sections eighty-seven T to eighty-seven JJ, inclusive.

(Chapter 428) SECTION 87HH. Any person aggrieved by the refusal of the board to grant, or by its suspension or cancellation of, a registration, or by its refusal to again register him, may, within ten days after such action, appeal to the district court within the judicial district of which he resides by bringing a petition in said court addressed to the justice of the court, praying for a rehearing by the court. Upon the filing of the petition for a rehearing in the case of a suspension or cancellation of a registration, such suspension or cancellation shall be stayed pending the final decision of the court. After such notice to the board as the court deems necessary, the court shall hear the witnesses and shall affirm the decision of the board, unless it shall appear that it was made without proper cause or in bad faith, in which case the decision of the board shall be reversed. The court shall hear the petition within thirty days of the filing of it in said court. The decision of the court shall be final and conclusive.

(Chapter 565) SECTION 11. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven II, as most recently amended by section ten of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87 II. Whoever engages in or follows, or attempts to engage in or follow, the occupation of an instructor or of hairdressing, demonstrating or manicuring, unless duly registered by the board or unless granted a permit by the board under section eighty-seven V, and whoever conducts, or attempts to conduct, a beauty shop, manicure shop, or school not so registered, and whoever violates any provision of sections







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eighty-seven T to eighty-seven HH, inclusive, or any rule or regulation made under authority thereof, shall, in addition to any other penalty prescribed or authorized by said sections, be punished by a fine of not more than one hundred dollars.

SECTION 12. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven JJ, as amended by section eleven of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87JJ. Nothing in sections eighty-seven T to eighty-seven II, inclusive, shall be deemed to authorize a hairdresser, demonstrator, instructor or operator to engage in massage or other occupation requiring a license, unless duly licensed therefor, or to prohibit a person registered under said sections from practicing or teaching any such occupation, if duly licensed therefor.

(Chapter 626) SECTION 51. Chapter one hundred and forty of the General Laws is hereby amended by striking out section fifty-one, as most recently amended by section one of chapter fifty-five of the acts of nineteen hundred and thirty-six, and inserting in place thereof the following section:--

SECTION 51. No person shall practice massage, or conduct an establishment for the giving of vapor baths for hire or reward, or advertise or hold himself out as being engaged in the business of massage or the giving of said baths without receiving a license therefor from the board of health of the town where the said occupation is to be carried on; provided, that a person registered as a barber or apprentice under the provisions of section eighty-seven H or section eighty-seven I of chapter one hundred and twelve or as a hairdresser, operator, or as a student under the provisions of sections eighty-seven T to eighty-seven JJ, inclusive, of said chapter one hundred and twelve may practice facial and scalp massaging without taking out a license as provided in this section. The board of health may grant the license upon such terms and conditions, and may make such rules and regulations in regard to the carrying on of the occupation so licensed, as it deems proper, and may revoke any license granted by it for such cause as it deems sufficient, and without a hearing; provided, that a person licensed to massage or to conduct an establishment for the giving of vapor baths in any town may, at the request of a physician, attend patients in any other town in the commonwealth without taking out an additional license.







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Clause (3) of section eighty-eight of said chapter one hundred and twelve, as appearing in the Tercentenary Edition, is hereby amended by adding at the end the following:--, except that the fee for duplicates of certificates of registration issued under sections eighty-seven T to eighty-seven JJ, inclusive, shall be one dollar,--so as to read as follows:--

(3) Issue a duplicate certificate of registration upon satisfactory evidence that the original certificate has been lost or destroyed, and the fee therefor shall be five dollars, except that the fee for duplicates of certificates of registration issued under sections eighty-seven T to eighty seven JJ, inclusive, shall be one dollar.

(Chapter 428) SECTION 2. This act shall take effect as of January first, nineteen hundred and thirty-six.

SECTION 4. Section fifty-two of said chapter one hundred and forty, as appearing in the Tercentenary Edition, is hereby amended by striking out, in the second line, the words "manicuring or", --so as to read as follows:--

SECTION 52. Members of the police department of any town may enter and inspect any premises in that town used for massage or the giving of vapor baths.

SECTION 5. In the month of December, in the current year the governor, with the advice and consent of the council, shall appoint three persons, qualified as hereinbefore provided, as members of the board of registration of hairdressers hereinbefore established, of whom one shall serve for one year, one for two years and one for three years, as the governor may designate, from the first day of January next following. Upon the expiration of the term of a member, his successor shall be appointed as hereinbefore provided.

SECTION 6. Any person who, from the date of the passage of this act up to the date of its taking full effect, has been engaged in this commonwealth in the actual practice of the occupation of hairdressing as defined in this act, shall, without any examination, be registered as a hairdresser by the board hereinbefore established, and any person who at the date when this act takes full effect is engaged in such actual practice, but was not engaged therein at the time of its passage, shall, upon his request, be given an examination by the board, and, upon passing such examination to the satisfaction of the board, shall be registered by it as a hairdresser, and any person who at the date when this act takes full effect is engaged in such practice and does not take or fails to pass such examination shall be registered as an operator, and any person who, at the date when this act takes full effect, is engaged in the occupation of manicuring and







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is duly licensed, therefor, shall, without examination, be registered as a manicurist; provided, that such person makes application to the board for such registration, accompanied by such information as it may require, and by a fee of ten dollars in the case of a hairdresser, or five dollars in the case of an operator, or three dollars in the case of a manicurist, within six months after said date of taking full effect. A person who has applied under this section for registration as a hairdresser and paid the required fee, and has failed to pass the examination, shall not be required to pay any further fee for original registration as an operator. Any person applying for registration as an operator shall be credited by the board with the time spent in practice as a hairdresser prior to the date when this act takes full effect. The original shop registration fee for shops existing upon said date of taking full effect, shall be five dollars; provided, that in the case of a shop so existing and operated solely by a hairdresser owning the same, the original shop registration fee shall be two dollars.

SECTION 7. Section five of this act shall take effect on December first of the current year, and the remainder shall take effect on January first, nineteen hundred and thirty-six, or upon such later date as the members of the board established by this act shall be qualified.







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## GENERAL LAWS

## CHAPTER 266, SECTION 91

Any person who, with intent to sell or in any way dispose of merchandise, securities, service, or anything offered by such person, directly or indirectly, to the public for sale or distribution or who, with intent to increase the consumption of or demand for such merchandise, securities, service or other thing, or to induce the public in any manner to enter into any obligation relating thereto, or to acquire title thereto, or an interest therein, makes, publishes, disseminates, circulates or places before the public, or causes, directly or indirectly, to be made, published, disseminated, circulated or placed before the public within the commonwealth, in a newspaper or other publication, or in the form of a book, notice, handbill, poster, bill, circular, pamphlet or letter, or in any other way, an advertisement of any sort regarding merchandise, securities, service, or anything so offered to the public, which advertisement contains any assertion, representation or statement of fact which is untrue, deceptive or misleading, and which such person knew, or might on reasonable investigation have ascertained to be untrue, deceptive or misleading, shall be punished by a fine of not less than ten or more than five hundred dollars; provided, that this section shall not apply to any owner, publisher, printer, agent or employee of a newspaper or other publication, periodical or circular, or to any agent of the advertiser who in good faith and without knowledge of the falsity or deceptive character thereof publishes, causes to be published, or participates in the publication of such advertisement.

RULE 73. Failure to comply with these rules shall subject the offenders to the penalty provided for in Sections 87-T to 87 JJ, inclusive, General Laws, Chapter 112 (Acts of 1935, Chapter 428), Amended by Statute 1936, Chapter 55, Amended by Statute 1937, Chapter 385, Amended by Statute 1941, Chapter 626, most recently Amended by Statute 1943, Chapter 565, and adopted by the Board of Registration of Hairdressers on September 9, 1943.

The above rules are promulgated by the Board of Registration of Hairdressers under the authority of G. L. 112, Section 87 CC, and the rules providing for sanitary regulations of beauty shops and schools (Rules Four to Thirty-Six inclusive) are approved by the State Department of Public Health. All rules are subject to amendment by the said Board, subject to said approval in regard to sanitary regulations.







## RULES AND REGULATIONS FOR SHOPS

RULE 1. All hairdressers, operators, instructors, manicurists and demonstrators must display in a conspicuous and accessible place where such is practicing, the license or permit and health certificate authorizing such person to practice.

RULE 2. Shop licenses are valid only for the location names in the license and are not transferable or assignable. Owners must immediately notify the Board in writing of the sale or transfer or change in ownership or partnership of the shop. Shop licenses must be displayed in a conspicuous and accessible place within the shop.

RULE 3. A hairdresser, operator or manicurist license shall be used only at the location stated on the license. No branch of hairdressing or cosmetology shall be practiced in a living, dining or sleeping room, except for sick or infirm persons in homes or hospitals. This service must be by a request from a paying patron through a registered shop.

RULE 4. Every shop shall be properly and adequately lighted and ventilated and kept in a clean, orderly and sanitary condition, and under the supervision of a registered hairdresser at all times.

RULE 5A. In every shop that is maintained in a home, a separate room shall be provided for hairdressing work. Every shop conducted in connection with a home, and established subsequent to July 1, 1936, shall provide a separate entrance to such shop which shall not open from any living quarters of the house. Interior doors leading to a beauty parlor from the adjacent room shall be securely locked and not be used, or any part of the house other than the entrance of the building. The owner must live on the premises.

RULE 5B. All beauty shops maintained in a home shall provide a toilet which can be reached without passing through living quarters.

RULE 6. Every shop shall display a sign indicating that it is a hairdressing shop which sign shall be sufficiently large to be clearly visible from the street or at the entrance of said place.

RULE 7. Whenever an inspection of a shop is made by an investigator or agent of the board, the owner or person in charge of the shop must sign the inspection slip. If there is a violation, it must be corrected within twenty-four hours and the blue slip returned notifying the board of the correction.

RULE 8. The floors must have washable floor coverings. All walls, ceilings, wood work, furniture, fixtures and apparatus shall be of such nature that it can be washed with



RULES AND REGULATIONS FOR SHOPS

RULE 1. All hairdressers, operators, manicurists, and beauticians must display in a conspicuous and accessible place where such is practicable, the license or permit and health certificate authorizing such person to practice.

RULE 2. Shop licenses are valid only for the location shown in the license and are not transferable to another location. Owners must immediately notify the Board in writing of the sale or transfer or change in ownership or partnership of the shop. Shop licenses must be displayed in a conspicuous and accessible place within the shop.

RULE 3. A hairdresser, operator or manicurist license shall be used only at the location shown on the license. No person of hairdressing or cosmetology shall be permitted in a living, dining or sleeping room, except for sick or infirm persons in homes or hospitals. This person must be by request from a paying patron through a registered shop.

RULE 4. Every shop shall be properly and adequately lighted and ventilated and kept in a clean, orderly and sanitary condition, and under the supervision of a registered hairdresser at all times.

RULE 5A. In every shop that is maintained in a building, a separate room shall be provided for hairdressing work. Every shop conducted in connection with a home, and dedicated equipment as July 1, 1933, shall provide a separate entrance to such room which shall not open from any living quarters of the house. Interior doors leading to a beauty parlor from the adjacent room shall be securely locked and not be used, or any part of the house open, when the entrance of the building. Patrons must live on the premises.

RULE 5B. All beauty shops maintained in a home shall provide a toilet which can be reached without passing through living quarters.

RULE 6. Every shop shall display a sign indicating that it is a hairdressing shop which shall be sufficiently large to be clearly visible from the street or at the entrance of the place.

RULE 7. Whenever an inspection of a shop is made by an investigator or agent of the Board, the owner or person in charge of the shop must stand the inspection slip. If there is a violation, it must be corrected within twenty-four hours and the slip returned indicating the nature of the correction.

RULE 8. The license must have suitable floor coverings. All walls, ceilings, wood work, furniture, fixtures and apparatus shall be of such nature that it can be washed with



soap and water in order that same may be kept in a sanitary condition. All curtains shall be kept carefully laundered or chemically cleaned. All equipment must be carefully repaired for the safety of the public.

RULE 9. Every shop shall be provided with a toilet and hand washing facilities which shall be kept in a sanitary condition, and shall be located in such shop, or conveniently adjacent thereto.

RULE 10. Every shop shall be provided with suitable and adequate washing facilities with an adequate supply of hot and cold water. All water shall be from a public water supply where available. Where no public water supply is available, such shops and schools must be supplied with a suitably located pressure or gravity tank.

RULE 11. All hairdressers, operators, manicurists, demonstrators and instructors shall wash their hands thoroughly with soap and hot water immediately before and after attending or rendering service upon any person.

RULE 12. All hairdressers, operators, manicurists, students, demonstrators and instructors shall wear a clean, washable uniform while attending any person in any school or shop. All male hairdressers must wear a clean washable coat.

RULE 13. A clean, freshly laundered towel shall be used for each person.

RULE 14. A closed cabinet or drawer shall be provided for clean towels and linen.

RULE 15. A covered container shall be provided for all soiled towels and linen.

RULE 16. Whenever a hair cloth is used for any purpose, including the operation of cutting the hair, shampooing, or any other hair treatments, a freshly laundered towel or other protection shall be placed around the neck of the person to prevent the hair cloth from touching the skin.

RULE 17. After a towel has been used, it shall not again be used until first sanitarily laundered.

RULE 18. Dipping towels in receptacles containing water, and using same on a person is forbidden.

RULE 19. No towel or linen shall be washed, rinsed, boiled or laundered in any manner in the same room in which hairdressing or manicuring is customarily done.

RULE 20. Before any person in a shop is permitted to recline in a chair, the head rest of such chair shall be covered with a clean towel or clean sheet of paper not previously used.







RULE 21. Fluids and powders must be applied to persons from bottle or shaker top dispenser.

RULE 22. The use of hair neck dusters and common powder puffs is prohibited.

RULE 23. Creams and other solid substances shall be removed from the container with a clean spatula or similar article, but the instrument used for its removal shall not be allowed to come in contact with any person. Removing such substance with the fingers is prohibited.

RULE 24. Creams must be kept covered when not in use.

RULE 25A. All permanent-waving protectors, rods, felts, and other equipment pertaining to permanent waving must be thoroughly cleaned and placed in a clean sanitary covered container.

RULE 25B. Permanent wave pads must be used only once and must be discarded or destroyed as soon as they are removed from the rods. Used permanent wave pads, flannels, or sachets shall not be in or around any shop or school, and failure to dispose of used pads, flannels or sachets shall be a violation of these rules and regulations and are grounds for suspension of license.

RULE 26. Nets must be washed after each customer and placed in sterilized cabinet. Hairpins must be kept free from hair and ~~dust~~. Hairpin containers must be clean and sanitary.

RULE 27. Powder boxes must not be placed in the reception room for the use of any person.

RULE 28. The use of liquid alum, styptic, and powder is permitted only from shaker containers or bottles.

RULE 29. All brushes, combs, clippers, scissors, razors, tweezers, blackhead removers, files, spatulas, and all massage and scalp applicators used in any shop or school shall be thoroughly cleaned and sterilized after each and every separate use thereof. The use of any of the above implements which cannot be sterilized is prohibited.

RULE 30. Each hairdresser and operator must have not less than 12 combs and 4 brushes. Brushes and combs must be discarded after once used and must not be re-used until properly cleansed and sterilized.

RULE 31. One of the following enumerated methods of sterilization shall be used in a container sufficiently large to properly sterilize all tools and implements.







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(1) Immersion in boiling water or boiling oil for at least ten minutes (1% solution of sodium bicarbonate added to the water will aid in preventing rust) or in a steam sterilizer for at least ten minutes.

(2) Immersion in 70% grain or denatured alcohol or 10% formalin for at least ten minutes.

(3) Immersion in a 1% cresol or 5% carbolic acid solution for at least ten minutes.

(4) Immersion for ten minutes in a solution having a disinfecting power not less than that of a 5% carbolic acid as determined by the phenol co-efficient.

RULE 32. No hairdresser, operator, manicurist, demonstrator, instructor or student who is afflicted with epilepsy, active tuberculosis, untreated early (primary or secondary) syphilis shall practice hairdressing or manicuring.

RULE 33. Any hairdresser, operator, manicurist, instructor or demonstrator who is afflicted with any of the diseases enumerated in the preceding rule, or any other disease dangerous to public health, shall immediately notify the Board and forthwith return his or her license as well as notify the local Board of Health of the city or town wherein the license had previously been granted.

RULE 34. No hairdresser, operator, manicurist, demonstrator or instructor shall serve a person who is afflicted with impetigo, sycosis vulgaris (Barber's Itch), pediculosis (lice and nits), fungus infection of the face and scalp (ring-worm) nor shall serve any person suspected of being infected with any disease dangerous to the public health, except that such service may be rendered in a hospital or home subject to such regulations as may be imposed by the Board of Health.

RULE 35. There must be at least one covered waste receptacle, and at least one air tight container in which to keep sterilized instruments. There must be one shampoo bowl for each shampoo chair and two operators. If more than two operators, then two shampoo basins are required. Said bowls are to be used for hairdressing and cosmetology work. Shampoo boards must be washed on both sides after every shampoo, and a disinfectant used to prevent the spread of infection.

RULE 36. Due to certain chemicals used in the manufacture of shampoo capes, it is requested that "No Smoking" be permitted until the cape is removed.

RULE 37. No domestic couches are permitted in any part of the premises of a beauty shop and manicuring shop.







RULE 38. All new shops and removals are requested to submit a plumber's and electrician's report when work is completed as a public safety measure.

RULE 39. On and after December 1, 1937, no shop shall be conducted in connection with any barber shop or in connection with any other establishment unless said shops are separated by a suitable partition and have separate entrances.

RULE 40. No shop or school shall be maintained in a room or place where food or beverages are either prepared or sold.

RULE 41. Advertising. All licensees under this act shall not use advertising of any nature which is misleading or inaccurate in any material particular, nor shall they in any way misrepresent any material or service or terms or values or policies, nor shall any material used for hairdressing purposes be advertised unless it is described truthfully in all its component parts. When a permanent wave is advertised at any specific price, it shall mean and include all operations necessary for a complete permanent wave.

RULE 42. All advertising shall clearly indicate what is included at the advertised price, and must specify what other operations are necessary and the price for such other necessary operations.

RULE 43. All licensees under this act, in advertising, shall not use the word "free" or any other word or words or phrases of similar import or of a character tending to deceive or mislead the public or in the nature of "bait" advertising.

RULE 44. There shall be no offer of any premium or gift in conjunction with the practice of hairdressing, or the sale of any material which is an accessory to such practice.

RULE 45. No licensees under this act shall use advertising of any nature which makes claim to a policy or continuing practice of generally underselling competitors, or neighboring establishments.

RULE 46. No licensees under this act shall use advertising of any nature which refers inaccurately in any material particular to any competitors or their goods, prices, values, terms, policies or services.

RULE 47. No price list for hairdressing or manicuring services shall be displayed in or upon any part of the premises of a shop or school where such list may be seen or read from the outside.







RULE 48. Advertising as used in these rules shall consist of the use of newspapers, magazines or other publications, books, notices, circulars, pamphlets, letters, hand-bills, posters, bills, signs, placards, cards, labels, tags, window displays, broadcasts, or any other means or method now or hereafter employed to bring to the attention of the public the practice of hairdressing or manicuring, or the sale of accessories incident thereto.

RULE 49. No shop, hairdresser, operator or manicurist shall print, circulate, distribute or cause to be printed, circulated or distributed, certificates, coupons, discount agreements or obligations which by the terms thereof are a premium, discount, or price advantage for services to be rendered in connection with hairdressing or manicuring. No person, including shop, school, hairdresser, operator or manicurist, shall advertise any guarantee, gift, promise of a gift, or reward, for the purpose of inducing hairdressing or manicuring patronage.

RULE 50. No shop, school, hairdresser, operator, demonstrator or manicurist can display a sign or attempt to secure from its patrons or persons, an agreement either written or verbal which exempts or limits the extent of the liability of the shop or its servants, agents of operators by negligence.

#### RULES AND REGULATIONS FOR SCHOOLS

RULE 51. Each person making application for license to conduct a school is required to submit to the Board:--

- (1) A bond of \$5,000.00 which shall be subject to the approval of the Board.
- (2) A true copy of the student contract used and at least 20 students for first enrollment.
- (3) A student must be at least 16 years of age.
- (4) A copy of the school curriculum.
- (5) A detailed floor plan.

RULE 52. Every school must regularly employ or have in attendance during school hours, at least two approved instructors, for 25 students or less.

RULE 53. School quarters must be large enough to accommodate the student body and shall contain adequate rooms for lecture, demonstrative and practical purposes, and must have proper and sufficient equipment for such practical and demonstrative work.

RULE 54. Every school shall maintain and be equipped with sufficient equipment for its student body. A list of







such equipment must be first submitted to the Board for its approval. The following shall be the minimum equipment required and maintained at all times for each twenty-five students or less enrolled in each school.

- 4 shampoo bowls
- 10 marcel stoves
- 5 dryers
- 3 facial chairs
- 2 permanent wave machines  
(1 croquingnole and 1 spiral)
- 1 vibrator
- 1 therapeutic lamp  
(installed to permit free use of  
operator's hands)
- 1 steamer
- 5 manicure tables
- 3 wet sterilizers
- 1 container for liquid sterilization on each  
manicure table.
- 2 dry sterilizers sufficiently large to accommodate  
equipment for 25 students.

RULE 55. No school shall be conducted as a shop. No shop shall be conducted as a school.

RULE 56. School licenses are valid only for the location named in the license and are not transferable. School licensees must immediately notify the Board in writing of the sale or transfer or change in ownership or management of a school. Every school must display in a conspicuous place, near the main entrance, its license.

RULE 57. A school may advertise as such but shall not in any way hold itself out as a shop.

RULE 58. Every school shall at all times be in charge of, and under the immediate supervision of a registered instructor.

RULE 59. Instructors in schools shall be registered instructors and shall devote their time exclusively to instruction and shall be competent to impart instruction in those branches of hairdressing and manicuring which they teach, and shall not be permitted to perform any work on a paying customer on school premises.

RULE 60. Each school teaching hairdressing shall maintain a course of study not less than one thousand hours, extending over a period of not less than six months. No student shall be required to devote more than five days a week nor more than six hours a day to class work including practical training. Not more than three hours a day shall be devoted to practical training in any school.





RULE 61. Every school shall maintain regular class hours with a daily schedule. Such schedule must be submitted to the Board for its approval.

RULE 62. Every school shall maintain a course of practical training in:--

- (a) Shampooing the hair
- (b) Hairdressing
- (c) Marcel Waving
- (d) Water Waving
- (e) Permanent Waving
- (f) Hair Coloring
- (g) Hair Cutting
- (h) Manicuring
- (i) Facial Massage

RULE 63. Every school shall furnish instruction in antisepsis, sterilization, sanitation, and the use of electrical apparatus and electricity as applicable to the practice of the various branches of hairdressing, and shall arrange courses devoted to each branch of practice of hairdressing in accordance with the following schedules:--

A. OUTLINE OF STUDY

Theory

Sanitation  
Sterilization  
Hygiene  
Bones  
Muscles  
Nerves  
Vascular System  
Circulation  
Hair  
Skin  
Nails  
Electricity  
Shop Management  
Personal Hygiene

Practical

Shampooing  
Hairdressing  
Marcel Waving  
Finger Waving  
Permanent Waving  
Hair Coloring  
(Dyeing, tints, rinses, bleaching, packs, reconditioning)  
Hair Cutting  
Manicuring  
Facial Massage  
Scalp Massage





## B. SCHEDULE OF HOURS

	Hours
Manicuring- - - - -	100
Permanent Waving- - - - -	125
Shampooing- - - - -	25
Finger Waving- - - - -	50
Marcelling and all iron curls	150
Facials- - - - -	100
Scalp Treatments- - - - -	100
Dyes and bleaching - - - - -	125
(Packs, tints, rinses, reconditioning)	
Hair Cutting- - - - -	50
Oral, written and practical test	25
Instruction and lecture on Sanitation, Sterilization, Hygiene and Anatomy	100
Ethics, salesmanship, courtesy and conduct - - - - -	25
Unassigned Hours - - - - -	25

## C. SCHEDULE OF PRACTICAL OPERATIONS

<u>Subject</u>	<u>Minimum Number of Operations</u>
Shampoo-	Soap 20
	Oil 3
	Egg (1 dry--1 Liquid) 2
	Tar (1 dry--1 Jelly) 2
	Liquid Dry 2
	Powder Dry 3
	Special 3
Rinse-	Vinegar 3
	Lemon 2
	Bluing 4
	Camomile 1
	Henna 4
	Brightening 2
Permanent Waving-	Wet Spiral (1 each-- $\frac{1}{2}$ twist, $\frac{1}{2}$ twist and flat wrap) 2
	Dry Spiral 3
	Croquignole 12
	Combination 2
Curling-	Marcel 20
	150 hrs. block practice in all iron curling
Wet Waving	Brush curl 5
	Pin curl 5
	Finger Wave 25
	Push Wave 1





Bleaching	Liquid	3
	Paste	2
Cutting-	Short	10
	Long	1
	Trim	10
	Thinning	10

RULE 64. Each school shall keep a daily record of the attendance of each student, and a record of time devoted to the different studies, and shall establish credits and hold examinations before issuing diplomas.

RULE 65. Schools must maintain records indicating that students have received the required amount of instruction in each subject. Such records must be available for inspection by any Member of the Board or its inspectors, investigators or agents.

RULE 66. Every school shall display in conspicuous places at each of its entrances a sign in display lettering at least two inches in height as follows:--

"ALL WORK IN THIS SCHOOL IS DONE BY STUDENTS ONLY WITHOUT CHARGE"

RULE 67. No student in a school shall practice hair-dressing or manicuring on a person paying for the work.

RULE 68. No school, shall directly or indirectly, accept any remuneration or make any charge for services rendered by its students to persons coming to said school or for materials used in connection with the services rendered.

RULE 69. Students, upon graduation from school and pending an examination, may work in licensed shops only after procuring from the Board a temporary permit to do so.

RULE 70. All sanitary rules and regulations Numbers 4 and 8 to 34 inclusive, governing shops shall in every respect apply to schools.

RULE 71. Every school shall provide each student with a separate locker sufficiently large to keep students' effects and clothes. Male and female lockers must be entirely separate and apart.

RULE 72. Every school shall maintain separate lavatories for the men and women.







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